

PROCEEDINGS

TWENTY-NINTH ANNIVERSARY CONFERENCE

of the

NATIONAL ASSOCIATION OF

DEANS AND ADVISERS

OF MEN

President.....Dean Arno Nowotny, University of Texas

Vice-President.....Dean L. K. Neidlinger, Dartmouth College

Secretary-Treasurer....Dean Fred H. Turner, University of Illinois

Executive Committee—The Officers and

Dean E. F. Bosworth, Oberlin College

Dean G. E. Hubbell, The Principia

Dean W. P. Lloyd, Brigham Young University

Dean E. J. Miller, University of California at Los Angeles

Dean J. H. Newman, University of Virginia

Dean G. D. Small, University of Tulsa

Held At The

MICHIGAN UNION

University of Michigan

Ann Arbor, Michigan

April 30, May 1, 2, 3, 1947

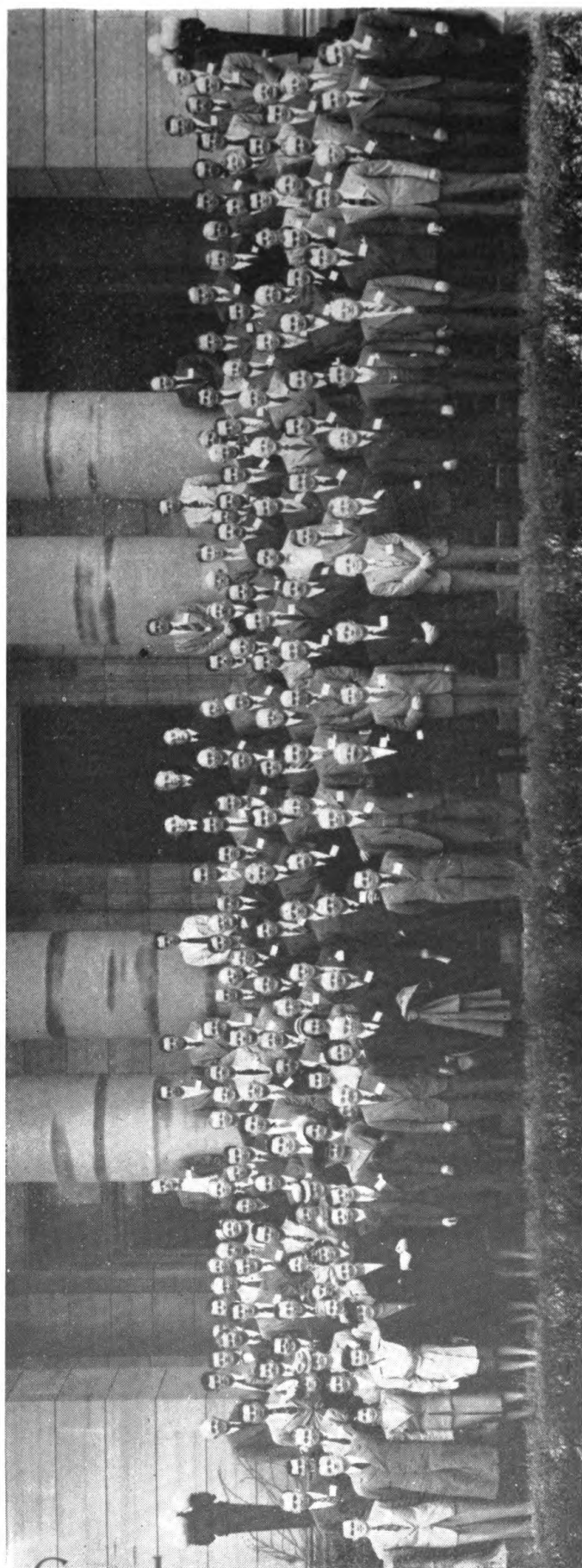
1 B 2301
N25
1977-48

TABLE OF CONTENTS

	Page
Wednesday Evening Session—April 30, 1947	
Opening of Conference—Arno Nowotny	5
Invocation—Garner E. Hubbell	5
Welcome—Erich A. Walter	6
Address of Welcome—James P. Adams	6
Response—J. J. Somerville	8
Report of Secretary-Treasurer—Fred H. Turner	10
Thursday Morning Session—May 1, 1947	
Invocation—Dean Baker	17
Keynote Address—Christian Gauss	18
Discussion of Dean Gauss' Address	26
Thursday Afternoon Session—May 1, 1947	
Discussion—Section 2—"Student Government, Activities, Organizations, Fraternities, Independent Organizations"	41
Friday Morning Session—May 2, 1947	
Report on Registration	71
"The Relationship of Educational Personnel Work to Industrial Personnel Work"—Dr. Otis C. McCreery	72
Discussion of Dr. McCreery's Address	85
Report on Section 1—Student Conduct—J. H. Newman	90
Report on Section 2—Student Government —Dean Newhouse ..	99
Friday Afternoon Session—May 2, 1947	
Remarks—David A. Embury	106
Report on Section 3—Administrative Problems—Victor F. Spathelf	106
Report on Section 4—Counseling—M. D. Helser	112
Report on Section 5—Special Student Groups—J. L. Bostwick ..	115
Report on Section 6—Physical Facilities—	
J. H. Julian	119
R. C. Beaty	120
Report on Group I—Merrill E. Jarchow	122
Report on Group II—Ernest L. Mackie	124
Report on Group III—Perry Cole	126
Annual Business Meeting:	
Report of Committee on Resolutions—Robert W. Bishop	128
Report of Committee on Nominations and Place—Scott H. Goodnight	130
Report of Representatives on National Conference on College Fraternities and Societies—Joe Park	131
Action on Recommendation to Train New Staff Members	132
Action on "Who's Who Among Students in American Universities and Colleges"	132

TABLE OF CONTENTS—Continued

	Page
Discussion on Transcripts	134
Discussion on Committee to Make Survey of Association Trends	135
Remarks—	
President-Elect Cloyd	136
Vice-President-Elect Zumbrunnen	137
H. E. Lobdell	137
Banquet Session—Friday Evening, May 2, 1947	
Remarks—Arno Nowotny	139
Introductions—D. H. Gardner	141
Address—Scott H. Goodnight	143
Remarks—	
J. A. Bursley	151
D. H. Gardner	152
Adjournment	153



Front Row: Thatcher; Stone; Mrs. Shoemaker; Mrs. Alderman, Jr.; Mrs. Walter; Mrs. Somerville; Gardner; Mrs. Fariss; Walker; Thompson, J. J.; Lobdell; Davis; Nowotny; Goodnight; Hubbell; Hindman; Holter; Congdon; Crowe; Warden; Biddle; Guess; Dowling; Rahn; Zumbrunnen; Newman; Peck
Half Row Between First and Second Rows: Parks; Mrs. Cole; Mrs. Julian; Mrs. Ross; Mrs. Thatcher; Mrs. Bostwick; Mrs. Zumbrunnen; Mrs. Knox; Mrs. Gardner; Mrs. Tate; Mrs. Park; Mrs. Sherman; Mrs. Manchester; Mrs. Nowotny
Second Row: Hocutt; Meldrum; Mrs. Lucas; Lloyd; Keeney; Leith; Tompkins; McGuigen; MacMinn; Sonntag; Bishop; Mallett; Klopff; Griffin, R. S.; Chase; Bayley; Spathelf; Turner; Harper; Harper; Lucas; Lloyd; Keeney; Leith; Tompkins; McGuigen; MacMinn; Sonntag; Bishop; Mallett; Klopff; Griffin, R. S.; Chase; Bayley; Sherman; Pershing; MacLean; Alderman, W. E.; French; Mrs. Biddle; Ebert; DeMarino; Somerville; Tate; Small; Bostwick; Knapp; Baldwin; Piskor; Browning; Hagerman; Pealy; DuShane; Young; Thorn; Musser; Minner; Rosencranz; Ricks; Newhouse; Johnson, T. A.; Manchester
Third Row: Colonel Wilson; Taylor; Galbraith; Glos; Anderson, M. A.; Anderson, John; Watson; Shaffer; Blee; Latig; Stone; Swanson; King; Blocker; Medesey; Brown; Cole; Cloyd; Melvin; Kendig; Trump; Brailley; Holland; Daugherty; Rackham; Eppley; Stafford; Dirks
Fourth Row: Brown; Cole; Cloyd; Melvin; Kendig; Trump; Brailley; Holland; Daugherty; Rackham; Eppley; Stafford; Dirks
Fifth Row: Ross; Noffke; Park; Mrs. Helser; Curtin; Crosby; Dils; Moyer; Wieman; Fariss; White; Bunker; Bosworth; Mackie; Embury; Pitre; Baker; Neidlinger; Marshall; Reid; Guy; Shoemaker; Matthies; Thompson, C. W.; Bates; Sikar; Mitchell
Sixth Row: Roberts; Thompson, J. S.; Wullschlager; Hampton; Bursley, Philip; Rea; Martin; Farrisee; Johnson, G. E.; Culver; Julian

Twenty-ninth Anniversary Conference
of the
**NATIONAL ASSOCIATION OF DEANS
AND ADVISERS OF MEN**

Ann Arbor, Michigan

April 30, May 1, 2, 3

WEDNESDAY EVENING SESSION

April 30, 1947

The Opening Session of the Twenty-Ninth Anniversary Conference of the National Association of Deans and Advisers of Men, held in the Michigan Union, University of Michigan, Ann Arbor, Michigan, April 30, May 1, 2, 3, 1947, convened at seven-thirty o'clock, Dean Arno Nowotny, University of Texas, President, presiding.

PRESIDENT NOWOTNY: After a quarter of a century, it is the privilege of this Association to be back in Ann Arbor, not only because we are coming to one of the great universities of this country, but because it is the school that has given us the privilege of knowing, for many years, Joe Bursley; we jumped at the chance when we were invited to come back to this campus for the second time in the history of this Association to Ann Arbor, to meet and discuss common problems.

The unofficial Chaplain of our organization is a member of our National Executive Board, Garner Hubbell, and we are going to ask him to open our meeting at this time.

. . . The audience arose as Dean Garner E. Hubbell came to the rostrum . . .

MR. GARNER E. HUBBELL: That is the closest I have ever been to being a Chaplain. I have some selections from the 27th Psalm that I would like to read, and follow with an audible repetition of the Lord's Prayer.

The Lord is my light and my salvation; whom shall I fear? The Lord is the Strength of my life; of whom shall I be afraid?

When the wicked, even mine enemies and my foes, came upon me to eat up my flesh, they stumbled and fell.

Though an host should encamp against me, my heart shall not fear: though war should rise against me, in this will I be confident.

One thing have I desired of the Lord, that will I seek after; that

I may dwell in the house of the Lord all the days of my life, to behold the beauty of the Lord, and to enquire in his temple.

For in the time of trouble he shall hide me in his pavilion: in the secret of his tabernacle shall he hide me; he shall set me up upon a rock.

And now shall mine head be lifted up above mine enemies round about me: therefore will I offer in his tabernacle sacrifices of joy; I will sing, yea, I will sing praises unto the Lord.

I invite you to join in the audible repetition of the Lord's Prayer. Our Father which art in heaven, hallowed be Thy name; Thy Kingdom come, Thy will be done, in earth, as it is in heaven. Give us this day our daily bread, and forgive us our debts as we forgive our debtors; and lead us not into temptation, but deliver us from evil. For Thine is the kingdom and the power and the glory forever. Amen.

PRESIDENT NOWOTNY: Director of Student Affairs at the University of Michigan is Dean Erich Walter. We are going to ask him to introduce the representative from the University of Michigan who is going to welcome us this evening. Dean Walter.

MR. ERICH A. WALTER: Mr. President, Members of N.A.D.A.M.: Before I introduce the Provost, on behalf of the Office of Student Affairs, I bid you a very hearty welcome. It is particularly gratifying to see so many of you here, and to know so many organizations are represented.

It is a particular privilege for me to introduce the Provost, since we were classmates of 1919. After teaching for two years at our University, Jim Adams was called to Brown University, where his brilliance as a teacher was recognized by his being elected Chairman of the Economics Department.

His administrative ability was further recognized by appointments to other administrative posts at Brown University.

In 1945, his alma mater called him back as Provost, and recognized in that appointment particularly his abilities as a leader, and an administrator. May I introduce to your our Provost, James P. Adams. (Applause)

DOCTOR JAMES P. ADAMS (Provost, University of Michigan): Mr. Chairman, Gentlemen: I am very happy indeed to be here with you and to extend again a very hearty welcome to you. We are very glad indeed that you can meet here with us on the Michigan campus. I am particularly pleased to have this chance to see you because I see in this group some of my old friends whom I used to see frequently on the Eastern Seaboard. One gentleman, I think, was almost a classmate of mine here at Michigan—not Mr. Walter. Another one was a fellow resident, with me, of that large state of Rhode Island, in the East — Mr. Neidlinger, from the hills of New Hampshire, used

to have pleasant relationships with us, from time to time, on November afternoons.

So, it seems good to see some of my old friends again. We are particularly glad that you can meet here with us this year, especially because you meet with us and with Mr. Bursley, your old friend, and a man whose service and contributions to this University have meant that he is held in high esteem by Michigan men around the world. I don't know how long he has held that office, as compared with many of you, but I think he is almost a dean of this group anyway.

Sometimes, I think that it is interesting to get away to another environment for a while, to get away from some of the problems one has to face at home. But I suspect that while you see us bulging at the seams with students, that you have come from atmospheres in which that same thing is true. And I suspect that you, in your capacities, official and personal, have gotten some of the stimulation which those of us who work here have been getting from these problems which face us in attempting to take care of larger numbers.

We have crowded classrooms and crowded dormitories, and long lines waiting at cafeterias, and so on. We might think of them as inconveniences, and I suppose they are; but I venture the suggestion that all of us who have been watching this great social experiment during these last two or three years have realized how important an experiment it is, and are deeply appreciating the fact that it has grown out of the experimental stage.

It seems to me that one of the most significant things that a nation could do to attempt to lessen the cost of war is to attempt to lessen the cost to the individual of the time which we borrowed from his life. I don't suppose any of us could have thought of anything that would have been more significant a contribution to these veterans than the thing that was done to make available to them opportunities which many of them might not otherwise have had, and to ease the burden of those who would in any case have come, by making these provisions for their education at largely governmental expense.

Therefore, it seems to me that this has been a great challenge, and I don't suppose that any group of people should be better pleased and happier over the fact that it is a success and that these young men and women are making good use of their time and opportunity than should we, who are engaged in education, because if this had failed, it would have harmed the cause of education for a long time.

Well, sometimes, when I think of you and your associations with students, I wish very much that in my particular administrative role, I might be cast a little bit more with them. I think you have a very enviable position, a rare privilege, because you are dealing with students. I think sometimes that you are in a position to look out of your dean's window and see the whole educational process perhaps more clearly than many others who are associated with

these educational enterprises; and perhaps more than the members of the teaching faculties.

I think that one of the changes which has come about has come about in the last 25 or 30 years in the development of our specialized administrative staffs in colleges and universities and in the development of more and more specialization among our faculties is that to a considerable extent, they have lost the opportunity to see the impact of the educational process as a whole upon our students. I think that is one of the things we must try, if we can, to get back in many cases. But from your dean's window, it seems to me, you enjoy that privilege. You see them not only in those aspects of their experience which relate more definitely to the educational program, but also in their avocational interests and in their athletic interests; and you also, I take it, have some contact or interest in—perhaps responsibility for—the cultivation of values which are of some importance in residential life on the campus. So, in a sense, you see the picture more broadly, perhaps, and in more aspects than is the privilege of other persons in administration or those who are engaged entirely in teaching. I regard that as a rare privilege, and I am sure you do.

It seems to me that you are meeting at a time when it can be said truly that never before in the history of our civilization has it been so important that we discharge our educational responsibilities with effectiveness and fidelity to the high purposes for which our institutions exist. I don't think the responsibilities of education are new, even in this new world, as we sometimes speak of it. I think what is new is the more compelling necessity of meeting them. And it seems to me that we are living in an age when it is highly important that our educational enterprises discharge as broadly and as widely and as effectively as possible the responsibilities which are imposed upon them as enterprises for enlightenment.

Therefore, I would join with you and say that I share, too, the privilege of association with that kind of interest; that kind of enterprise, and that kind of purpose; and I am sure that it is a satisfaction to all of us that we can be making a contribution to those purposes and for the young men and women who we serve in this day and in our own generation. (Applause)

PRESIDENT NOWOTNY: One of the old guard from Ohio Wesleyan, Dean Joe Somerville, will make the response for the Association.

MR. J. J. SOMERVILLE (Ohio Wesleyan University): Mr. President, Provost Adams: It is a privilege for me, on behalf of the National Association of Deans and Advisers of Men, to express our appreciation for your words of greeting and welcome here to the campus of the University of Michigan. But, I think, more than just the words of welcome, you will appreciate the foundation which you have given us, as we look forward to our meetings here, and facing some of those problems at the present time seems a little farther

away than they did this morning or the day before yesterday or three or four days ago. So we may be able to go back and face them with a little different viewpoint, a little broader horizon than we have been able to face them in the past.

I feel, however, Dr. Adams, that you should know something about this group—if you do not. They are just like one big fraternity or one big family. They fight a great deal amongst themselves when they get together; then they stand together and fight anybody else who will oppose them in anything.

They are very vocal. Some 25 or 20 odd years ago, they met here on your campus. Looking back, I found that there were 29 of them here—29 the minutes showed—and they used just three times as many words in those minutes as what they did the year before. Add that to what we have here and what we will have tomorrow—the increase in numbers, increase in vocabulary, in the case of some of these men who have been with the armed forces for the last two or three years—I cannot vouch for what the outcome may be in regard to this meeting that we have with you here today.

At that meeting, held at that time, I found that they discussed some of the things that are still of interest to us at the present time. One of the topics was: "How can a Dean come in closer personal contact with a large body of students?" We didn't know much about what a large body of students meant at that time. Another: "How can students be stimulated to a greater and more intellectual interest in the problems of the day?"

At this meeting we do not have Joe Bursley as our Chairman, but we do have him as our host. I don't think that it is out of place at this time to express appreciation for the contribution which he has made, and will continue to make to this group as a whole, and to many of us as individuals. I am still using some of the those things which you gave me when I first came in, as green as any young man coming into the work at the present time.

I hope that while we are here that we can use courtesy and be with you in keeping with the traditions and practices of the University of Michigan.

Thank you. (Applause)

PRESIDENT NOWOTNY: Dr. Adams, you would have been proud of one of your neighbors and rivals of yesteryear, Dean Neidlinger who made the keynote address at the Purdue Conference last year and made one of the outstanding contributions to our conference. I remember a lot of things he said in that address, and I have reread it. There is one thing about this meeting that has made it a pleasure for us to come back from year to year, and that is the ability to call each other by our first names, and remember something about previous years; and as I told Joe Bursley today, the first thing I ever heard Vic Moore say was a story about Joe Bursley, and I knew him and Scott Goodnight before I ever met him.

There are a few people in this audience here for the first meeting, and in fairness to them, I wish everyone would give his name and school, and if you want to give your title you can do that.

While we are doing that, I know there are two visitors here. For fear they will be embarrassed, I want to introduce them. The President of the National Interfraternity Conference, Dave Embury. Glad to have you here, Dave. (The audience applauded as he arose.) And then, the National Secretary of Alpha Phi Omega, National Service Fraternity, Sidney North. (Applause) I want both of you boys to get acquainted with these fellows.

Now, I will start up here, and then we will start right down the row.

. . . Each member arose and gave his name and connection . . .

PRESIDENT NOWOTNY: Dr. Adams, there is an economics professor whom I met on the campus the other day, and we stopped and talked, and he said, "Will you tell me something: which way was I going when you saw me?" I said, "That way." "That's fine," he said; "then I have had breakfast." (Laughter)

I hope we will remember everybody's name and titles and where they are from. We have one other thing on the agenda, the Report of the Secretary-Treasurer. Knowing our efficient Secretary-Treasurer who has been holding this job so well, I know he can go through this in a hurry; and he let the Executive Committee see it this afternoon, so I know there is a balance in the budget. Fred Turner has a report here, and I know it is going to show a profit. Our efficient Secretary-Treasurer, Fred Turner.

SECRETARY FRED H. TURNER (University of Illinois): This is a report of the Secretary and Treasurer for the fiscal period April 1, 1946, to April 1, 1947.

. . . Secretary Turner continued, reading his prepared paper, and made the following interpolations:

1. On page two of the Secretary-Treasurer's Report, under the heading "Retirement of Members," after the third name, Dean Turner said: "And I had down, '4. Dean J. A. Bursley, University of Michigan, February 1, 1947'; but he says that is not true. He has not been retired yet, and until he actually is retired by the Board of Trustees, he cannot be considered retired."

2. On page five of the Secretary-Treasurer's Report, immediately preceding the Conclusion, Secretary Turner said: "And I would emphasize that just a little further by saying that it is rather amazing to see the number of calls that come in from outfits outside of our organizations and institutions for the use of this material."

REPORT OF THE SECRETARY**National Association of Deans and Advisers of Men****April 1, 1946, to April 1, 1947**

To the Members of the National Association of Deans and Advisers of Men in Conference Assembled:

Your Secretary is pleased to present the Report of the Secretary concerning the activities of the Officers, Executive Committee, and Members for the period April 1, 1946, to April 1, 1947.

Membership in the Association

The membership in the Association stands at an all time high, with 124 members. One year ago, the figure of 114 set an all time high, and ten additional members have been added in the past year, two being approved at the April 17, 1946, meeting of the Executive Committee and eight since then. Your Secretary has completed his tenth year in this position and the membership has grown from 82 in 1937-38 to the present 124, an increase of 42 members.

Treasurer's Report

The Treasurer's Report, which was made at the meeting of the Executive Committee, indicates that all bills are paid, that funds are available for all encumbrances for which statements have not yet been rendered. The books and reports are available for any member of the Association who wishes to inspect them.

Deaths of Members

Your Secretary regrets to inform you of the death of one member of the Association since the last meeting of the Association—Dean Arthur W. Tarbell, Dean Emeritus of Carnegie Institute of Technology, whose death occurred on November 25, 1946. Dean Tarbell was Dean of Men at Carnegie from 1920 to 1938, when he retired from active service.

Dean Arthur Hamilton Otis, Dean of Men at the University of Arizona, died October 23, 1946. Dean Otis had served as Dean of Men at the University of Arizona from 1927 to 1946. He was not a member of the Association but was well known to a number of members of the Association.

New Members of the Association

Since the meeting of last year, eight new memberships have been approved by the Executive Committee:

1. Lafayette College—Easton, Pennsylvania, Dean Frank R. Hunt.
2. Clarkson College of Technology—Potsdam, New York, Dean W. J. Farrisee.

3. **University of Maryland**—College Park, Maryland, Dean Geary Eppley.
4. **Marshall College**—Huntington, West Virginia, Dean Lester G. Brailey.
5. **St. Lawrence University**—Canton, New York, Dean George K. Brown.
6. **Southeastern Louisiana College**—Hammond, Louisiana, Dean L. E. Chandler.
7. **Grove City College**—Grove City, Pennsylvania, Dean Robert E. Thorn.
8. **Moravian College**—Bethlehem, Pennsylvania, Dean Roy D. Hassler.

Retirement of Members

Four members of the Association have retired since the last Conference:

1. Dean Floyd Field, Georgia School of Technology, July 1, 1946.
2. Dean B. C. Daly, University of Wyoming, July 1, 1946.
3. Dean C. A. Tibbals, Illinois Institute of Technology, October 1, 1946.
4. Dean J. A. Bursley, University of Michigan, February 1, 1947.

New Appointments, Progress and Promotions of Members

There have been thirty-one new appointments or major promotions of members during this past year and a large number of appointments of new assistants. Your Secretary will list only the major appointments in this report, since the number of appointments to new assistant positions is exceedingly long.

Arkansas, University of—Doctor John P. Anderson, Dean of Students.

Beloit College—Doctor Gustav E. Johnson, Dean of Men.

Brown University—Doctor Samuel T. Arnold, Dean of the University; Robert W. Kenny, Dean of Students.

Bucknell University—Malcolm E. Musser, Dean of Men.

Carleton College—Doctor Frank R. Kille, Dean of the College; Doctor Merrill E. Jarchow, Dean of Men.

Chicago, University of—Doctor Robert Strozier, Dean of Students.

City College, New York—Doctor Dan F. Brophy, Dean of Students.

Denver, University of—Doctor Daniel D. Feder, Dean of Students.

Georgia School of Technology—Captain George F. Griffin, Dean of Students.

Idaho, University of—Herbert E. Lattig, Director of Student Welfare.

Illinois Institute of Technology—John F. White, Dean of Students.

Lafayette College—Frank R. Hunt, Dean of Students.

Louisiana State University—Perry Cole, Director of Student Life.

Maine, University of—Elton E. Wieman, Dean of Men.

Massachusetts Institute of Technology—Harold E. Lobdell, Vice-President; Doctor Everett M. Baker, Dean of Students; T. P. Pitre, Dean of Freshmen.

Miami University (Ohio)—Doctor Robert Miner, Director of Student Affairs.

Michigan, University of—Doctor Erich A. Walter, Dean of Students.

Montana, University of—Doctor William Blaesser, Dean of Students.

North Carolina, University of—Doctor Ernest L. Mackie, Director of Student Welfare; Fred Weaver, Dean of Men.

Oklahoma, University of—Paul MacMinn, Director of Student Affairs.

Southern California, University of—Dean Carl Hancey, Dean of University College; Neal D. Warren, Dean.

Texas, University of—Arno Nowotny, Dean of Student Life; C. V. Dunham, Dean of Men.

Virginia Polytechnic Institute—Doctor Robert E. Bates, Director of Student Affairs.

Washington University (St. Louis)—Kendall Harrison, Dean of Men.

Wisconsin, University of—Doctor Paul L. Trump, Adviser of Men.

Wyoming, University of—A. L. Keeney, Dean of Men.

In this list of appointments, which may or may not be complete, it will be noticed that there is a definite trend toward the appointment of members as Deans of Students, or Directors of Student Life, Welfare, or Student Affairs, apparently a trend toward the appointment of a major, over-all administrative officer.

Representatives of NADAM in Various National Meetings

During the past year, the Association has been invited to participate in numerous national meetings of significant character, including the following:

1. Meeting of the National Committee of College Fraternities and Societies, at Cincinnati, Ohio, April 27, 1946. Dean J. A. Park, of Ohio State, served as Chairman, and Doctor Robert Bishop, of Cincinnati, also attended.

2. American Council on Education, at Chicago, Illinois, May 3 and 4, 1946. Dean Don H. Gardner, University of Akron, attended as our appointed delegate, and a dozen other members of NADAM were in attendance.

3. A joint meeting of representatives of the American Council on Education, the Disabled American Veterans, at Chicago, Illinois,

November 2 and 3, 1946. Four members of NADAM were invited to attend as consultants.

4. The national convention of Phi Eta Sigma, at Iowa City, Iowa, November 8 and 9, 1946. Attended by twenty Deans and Assistant Deans.

5. The National Interfraternity Conference, held in New York, New York, November 29 and 30, 1946. A total of 76 Deans and Assistant Deans attended, many of them members of the Association. Many of these participated in various parts of the program.

6. The Pacific Northwest College Conference, at Reed College, March 6, 7, and 8, 1947. President Nowotny appointed Director Dean Newhouse, of the University of Washington, to represent NADAM.

7. The National Conference on UNESCO, at Philadelphia, Pennsylvania, March 24, 25, and 26, 1947. Dean Nowotny appointed Dean Leon Stratton, of Drexel Institute, and Dean Everett Hunt, of Swarthmore, to represent NADAM.

8. NADAM was invited to send an observer to the meeting of the Council of Guidance and Personnel Associations, at Columbus, Ohio, on March 28-31, 1947. President Nowotny appointed Dean J. A. Park, of Ohio State University, to represent NADAM.

9. The Conference on Higher Education of the National Education Association, in Chicago, Illinois, March 31, April 1, 2, and 3, 1947. Was attended by 35 members of the Association, with a number of men carrying active parts in this conference.

10. Ten members of NADAM attended the national meeting of College Union Directors, at Urbana, Illinois, April 17, 18, and 19, 1947.

11. NADAM has been invited to act as co-sponsor in the Third National Conference on Health in Colleges, to be held in New York City, May 7-10, 1947.

12. The Association has been invited by the American Institute of Architects to present any problems of an architectural character on a co-sponsored basis for solution through its new department of research.

It would appear to your Secretary that the above indicates a growing recognition of this Association and requests for additional responsibility on the part of the membership, which is to the credit of the Association.

Publications of the Association

During the past year, the minutes of the 1944 meeting were finally published and distributed in June, 1946. Arrangements for the publication of the 1946 meeting were completed, and there is a good possibility that copies will be available for distribution during this meeting. If not, they will be mailed to you immediately after this

conference. Seven regular and two special issues of the News Letter were published and distributed.

A suggestion made by the Editor, namely, that member institutions might request extra copies mailed to Assistants and Associates, has resulted in an increase in the mailing list of the Association for the news letter from 150 to 225.

The Placement Service of the Association

The Secretary has operated an informal placement service for the benefit of the Association for some time. At the time of our meeting in 1946, 40 candidates had been listed by the service and 16 had been placed or had withdrawn their names because of placement through their own efforts. The total number as of April 1, 1947, indicates 60 candidates listed, with 27 either placed or withdrawn, leaving an active file of 33 men, and an increase of 20 candidates and 11 more placements.

Since the beginning of the service in October 1945, the figures are:

	Listed	Placed or Removed	Available
October, 1945	11		
April 1, 1946	40	16	24
April 1, 1947	60	27	33

In June, 1946, your Secretary converted all of this material to individual data sheets for each candidate, which have been mailed to all members. The membership will be pleased to know that there has been a great deal of interest expressed in these candidates.

Conclusion

It is the opinion of your Secretary that the Association has operated for the past one year in a manner which has been progressive, that its condition is healthy, and that its future is exceedingly bright. There are several important problems confronting the Association, some of which may be resolved during this Conference.

It seems rather clear, that the position of Dean or Adviser of Men is growing in importance, and that many officers who began as Deans and Advisers of Men are being promoted into positions of higher responsibility, with much wider fields of interest and considerably increased authority. The Association, at the same time, is being given recognition in keeping with the recognition of its individual members, and the opportunity for the Association to serve its members has never been greater than at the present time.

Respectfully submitted,

FRED H. TURNER,
Secretary

Urbana, Illinois
April 1, 1947

PRESIDENT NOWOTNY: For the benefit of the late comers, we are operating on Eastern Standard time, and tomorrow morning at thirty minutes after nine we will begin in this room.

Before adjourning this meeting, I wonder if Dean Walter has any announcements.

. . . Announcements by Dean Walter about official photograph and ladies' tea . . .

PRESIDENT NOWOTNY: Any other announcements? A few people came in late. I wonder if you would mind standing and giving us your name and school, please.

. . . The latecomers arose and gave their names and connections. . .

PRESIDENT NOWOTNY: Do you want us to adjourn the meeting now? We can take a few more minutes here—or what is your pleasure?

MR. WALTER: I suggest that we stretch our legs until nine o'clock, either here or outside.

PRESIDENT NOWOTNY: Well, Mr. Secretary, if there is no other business —.

MR. JOE BURSLEY: I would like to call the attention of the group to the photographs on the blackboard just outside the hall. Those are pictures taken at a number of former meetings of this group, and the one in the middle, at the top—it has no label—is the one taken here at Michigan in 1924.

PRESIDENT NOWOTNY: Before adjourning this meeting—you know when you think about Elton Wieman, who succeeded a great boy from Maine, from way over yonder, down to Stone over at California—they are sitting together over here—and that is the way it used to be when you had Culver and Corbett. Men come and go, just like buildings come and go; and yet there is something eternal and intangible about this Association that will make you want to come back and meet new friends and see, also, the old faces. And I hope you will feel just as much a part of this meeting as Shorty Nowotny or Fred Turner or Joe Bursley or anybody else. If we don't make you feel at home, it is our fault.

MR. D. H. GARDNER (University of Akron): I wonder if, as a matter of courtesy, it would not be proper to move the adoption of the Secretary's Report?

PRESIDENT NOWOTNY: I knew you would catch me on something, Gardner. (Laughter)

MR. EVERETT M. BAKER (Massachusetts Institute of Technology): I second the motion.

PRESIDENT NOWOTNY: The gentleman from Ohio moved and Mr. Baker of M.I.T. seconded, that we adopt this Secretary-Treasurer's Report. All in favor say, "aye"; contrary, "no." It is unanimously carried.

VOICE: Shorty, are you standing up?

PRESIDENT NOWOTNY: Brother, I am doing the best I can.
(Laughter)

The meeting is adjourned.

. . . The meeting adjourned at eight-thirty o'clock . . .

THURSDAY MORNING SESSION

May 1, 1947

The meeting reconvened at nine-thirty-five o'clock, President Nowotny presiding.

PRESIDENT NOWOTNY: I think it would be appropriate this morning to introduce a new member in our organization whom we met yesterday, but who is attending his first conference as Dean of Students. He is the new Dean of Students at M.I.T. We will ask Dean Baker to lead us in the invocation at this time.

. . . The audience arose . . .

MR. BAKER: Great Spirit of Love and Life, source of our understanding, be and abide with us in our councils and deliberations that our work may benefit and our friendships prosper. May the words we speak and the work of our hands always show forth in Thy will and spirit, and may always we remember the needs of others. Amen.

PRESIDENT NOWOTNY: I have a minister friend who has on his bulletin every Sunday, "Come early and get back seats." There are plenty of seats in the front row for you.

In introducing our keynote speaker this morning—I have a German friend who was asked to introduce a professor from the University. He never had such a job assigned to him and he was very nervous about it, and he said, "I have been asked to introduce Professor Jones this evening who will speak to you. I have now done so, and he will now do so." (Laughter)

That would probably be all the introduction that our keynoter would need this morning, but selfishly, may I say this about this gentleman whom we feel has honored us in coming here today: I think a Princeton graduate student told me this story. There was a personnel man who came to a certain campus to interview some graduate students for the place of a junior executive. He said, "What I want is a man with a B.A. degree from Yale or the equivalent." He said, "What do you mean? Do you want two men from Harvard or a Princeton graduate part time?" (Laughter)

If Dean Coulter were here this morning and were talking to us in the spirit of a keynote address, he would talk a lot about human

engineering, and he would counsel us to forget the mechanics and all those things that make for impersonalizing our office.

Dean Hawks of Columbia University, one time, in speaking before the American College Personnel Association made this speech about personnel records, and we talk about them in this Association over and over again. He said, "You get all sorts of records on all the boys on your campus, but," he said, "it is sort of like winking at a girl in the dark. It is all right, but nothing ever happens." (Laughter)

I think our keynoter is going to say something that will make something happen to us. If we were philosophers, we would talk about being pragmatic. If we were students of the law we would talk about believing in the sociological school that looks upon law as a living, breathing organism that has respect for the past, but also watches and keeps up with the trends of the future.

Our keynoter and our Committee was unanimous in wanting him to have this part, this most important part of our program. He has taken from the order of the past, not the ashes, but the fire; and we are awfully happy to have this grand old man with us, whom we all love and respect, who will give the keynote address. Dean Christian Gauss of Princeton University. (Applause)

MR. CHRISTIAN GAUSS (Princeton University): Mr. President: I feel that the honor on this occasion is mine, that you have elevated me to a position which I do not deserve. I can remember some of those addresses that Dean Coulter gave us, and perhaps in some ways, mine is patterned on his, except that I feel we are moving into a quite different situation.

But I want to begin by greeting you all and telling you how happy I am to be back in this gallant company of men. My cup would be running over if I were allowed to sit down in the group and touch elbows with some of my old friends, or if I were able to sit down there and listen to our eloquent and witty President and my very good friend, the Secretary and activator of this Association, Fred Turner, of Illinois. But after 20 years in what many people regard as our galling harness, I can assure you, gentlemen, there is a satisfaction not only in being a dean, but in having been a dean. That is, provided you were not fired too soon on too trumped up a charge. (Laughter)

Our profession is looked upon as a dangerous profession, quite properly. I think all of you have answered the questionnaires of statisticians about deans, and I think you will recall that their conclusion is that our life in our profession is a little less than eight years on the average. Vos morituros mortus saluto! (Laughter)

But in spite of the risk, there is a fascination about our profession, and it reminds me of that old story of the bootlegger that some of you know in prohibition days who was called upon to deliver a package after nightfall to the mayor at the mayor's back door, and he came at the specified hour, delivered his package into the mayor's

hands, and while the mayor was paying him a rather round sum, he said, "You know, Mr. Mayor, in our profession, the thing that is attractive isn't the money we make, but the people we meet." (Laughter)

So when I count up my friends that I have made in this Association, I thank my stars that I was reckless enough to have become a dean and thus a member of this goodly fellowship.

But I am not happy to have been called from my otiose retirement and raised to this platform eminence. You are asking me to speak to young, husky deans who are still in active practice. So, I am going to try to talk to you about the nature of a task in which I have no part, and which you understand better than I, and you are asking me to do this in the halls of my own alma mater.

It may be true that deans like Odysseus are many-wiled, but by no wiles known to me can I hide here the evidence of my decrepitude. It seems to be written on every wall. Anyone can go across the street and find the date of my graduation, way back in the nineteenth century, so I haven't even the escape of the Scotch doctor, Alexander McGregor that you have heard about. He was very canny and never wanted his colleagues to know how old he was. Finally he fell sick with pneumonia and died, and then some of his friends who had been very curious about this matter of how old he was delegated one of their number at the funeral to look at the inscription, the dates on his coffin. At the funeral this fellow walked up to the coffin, and he saw there a large silver plate, larger even than necessary, and he took a look at it, and it said, only: "Alexander McGregor, M.D., Office hours: Nine to Eleven and Two to Four." (Laughter)

So I admit my disabilities and I know that you are my friends, and I give you my heartfelt thanks. I am going to offer no alibi, and try to do the best I know how.

I am going to begin with a fundamental datum. If you do not agree, all that follows will be idle. My first proposition then is this: We are living in the most revolutionary period in the history of our Western-European civilization. It is from this civilization that we drew our ideals, our culture and our way of life. It is a frequent error to believe that we are just about to enter that period. We have been in it for about 40 years—all the period of this century—and we have not recognized that fact. In that brief period we fought the two deadliest wars in all history; and in the second of these wars, the one just passed, we have killed more civilians, more women and children than ever lost their lives in any wars. We could almost say more women and children, more civilians killed than in all the wars ever waged by men who call themselves civilized in all the tide of the times.

We complacently call them "world wars," gentlemen, because this masks an important fact, which as I see it is this: Both of these

wars arose among the European peoples who shared our own culture, or among the Japanese, who were the most sedulous apes of that nationalistic great power policy, which was followed by the nations who share our culture directly.

Now, we must not hide from ourselves certain facts, fundamental facts, that this revolution is impinging deeply on our way of life. I will give you but one instance. We used to believe in this country, and in the general area covered by our culture in the principle, "Women and children first." That was true in the disaster of the Titanic, which some of the older members recall. And you will also remember that the Greeks said, "Bitterest are the wars of brothers." And yet, in the battle of Gettysburg, which swept back and forth through a Pennsylvania town for three days, only two civilians lost their lives through recklessness or accident, and the women and children were all spared. We like to believe that it is only our enemies who were guilty of that type of practice, but we ought to recall that we Americans at Hiroshima and Nagasaki, not by accident, killed 200,000 civilians, mostly women and children.

You may say, "That was made necessary by a total war." But the only fact that I wish to emphasize here is that this marks an important change which goes down even into moral conduct and moral principles.

You are going to be called upon to deal with a college generation that is very earnest—you know that—but very much at sea, and we must begin now to reconstruct our culture, far more fundamentally, if we are going to begin to make possible the ideal which they all desire—live together in one world; one world without wars and without atomic bombs like those which we Americans dropped in Japan.

After this woeful perlude, perhaps I ought to pause to reassure you that I am not going to indulge in the practice of curriculum building. I am going to say only a word about that later. Here I merely wish to mention that the majority of the proposed new post-war curricula, as I see it, are little better than the old.

In a time when what we need most is education in depth, they merely substitute a new type of nationalism, our own, for all others. We are merely introducing more courses in American civilization, American history, which are designed to show the student how unique, how incommensurable our American civilization is, and how superior to all others. When what we most need is breadth and depth, we are restricting our frame of reference largely to the horizons of what happened since 1776, or at least 1492, within relatively narrow geographic limits.

Let me suggest on this score only, that much happened before even 1492 which is a part of our American history. On that score I raise only one question, and it is this: If you ask yourself "What anniversary is it that means most to you, you as an American in 1947?" I think most of you will find that it is not even the anni-

versary of the Declaration of Independence, July 4th, 1776, but the anniversary of something that happened far off in Palestine, long before 1492—Christmas, the birth of Christ. And I submit to you that the fact that that emotional response goes deepest, indicates to you, or should, that some things are part, an integral part of our American civilization, which are too frequently disregarded.

You, as deans of men, are the masters—I am going to go farther and say, even the creators of the communities in which our American undergraduates must learn the most important of all the liberal arts; the art of living cooperatively with other men toward a common end. What we need most just now is not more learned treatises on democracy or even on American civilization. The dean's job is to build on his campus a community consciousness so strong that the habit of living in that community will durably impress itself on every student, and make him understand what the word "humane" means.

If I may digress for a moment, I will say that I was a humanist before I became a dean. (Laughter) I hope I still am a humanist. But as the result of my dual experience, I have been forced to the conclusion that the over-intellectualizing of our modern world, with its increasing emphasis on mere scholarship has not been a profitable adventure in man's history. I still believe, gentlemen, I believe firmly that the first responsibility of the scholar and the college professor who must be a scholar is to discover the truth. The second responsibility is, if he can, to publish it. But his third, his final and his most important responsibility, is to demonstrate that truth in action, his action. To put it into practice and to live up to it.

The most effective way—indeed, I am almost tempted to say that the only way of effectively publishing the truth today—is to live it. There is too much in print about democracy. That is only democracy in dead storage. Too little democracy is being lived on the American college campuses. So long as there is Jim Crowism on some of them, and anti-semitism on nearly all of them, professors are merely talking into the wind when they tell their classes about the rights of minorities and the need of respecting the rights of small powers, etc.

An ounce of practice then, as I see it, just now, is worth a pound of publications. This task, this very heavy responsibility of putting theory into practice, is yours as deans of men.

Going off, as an old man into reminiscences, when I was an undergraduate in this college, we used to have frequent meetings in old University Hall—Joe Bursley will recall—and on the wall, in large letters was a painted scroll in the form of a banner. It was the section from the Ordinance of 1789 which founded the old Northwest Territory—perhaps you had it at Illinois also—the purport of which briefly was that "education is the salvation of democracy," and therefore, "schools and the means of education shall forever be encouraged."

I grew up with that thinking, and I believe the greatest shock

I received as a young teacher was some eight or ten years later when I heard William James talk about education in America. He was already an old man and some of us, I know it was true in my case, were profoundly shocked by what he said, and what he said I have come to the conclusion was very true, and we ought to bear it in mind in this crisis.

He spoke sadly, ruefully. He said, "We have believed in this country that education is the salvation of democracy." He added, "I am sorry to say that as I grow older I can no longer accept that datum. It isn't all education or any education that saves democracy." He went on to say: "I am a psychologist, interested in human motivation, and I read the papers a good deal—the Boston papers. And I like to follow cases back and see how and why they originated, the forms of conduct. And whenever I find in the papers a case of malfeasance in office, scandals in public service, graft, etc., if I keep on reading long enough, I will find that in nearly every case in the offing, there is some graduate of an American college usually a graduate of my own college, Harvard."

"So," he went on to say, "it wasn't merely education, any education that is the salvation of democracy. It must be anchored in some way and be a habit of life." We ought to be willing to recognize that, and it shouldn't shock us, even though it is a very uncomfortable truth, as it did back in the early 1900's.

At the present time, gentlemen, we are trying to frantically re-educate the Nazis. The Germans were not an uneducated people. They were in many ways the best educated people in Europe, and they were the least democratically minded. Nearly all of my teachers, the best of them, had taken their degrees in German Universities, and at that time, certainly, they were the best universities in the world.

So, let's accept the fact that education, mere education of any kind, is not the salvation of democracy. It is worth inquiring more particularly into this problem. How are we going to educate for democracy? And I would say, first of all, that that does not depend upon the number of Ph.D.'s upon our faculties, or the weight of their publications. So, at the risk of upsetting some of our friends, I am going to give you some personal conclusions, and make some specific suggestions, which I hope may deserve your consideration. My first principle, gentlemen, is this: The most effective single instrument in effective training for democracy is not the college curriculum, but the college campus, the college community.

The most important questions which our colleges must emphasize and clarify today are two big and very simple ones. They are these: First: What kind of a community is it to which modern men belong? Two: How must men learn to live if they are to escape disaster and give reality and significance to that community of which they are a part?

As I see it, briefly, the answer is: It is a democratic community

on a world-wide basis. The test of social organization then, and of personal conduct becomes a simple one. Is it humane? Is it consistent with this central concept of community, or in the words of the American Constitution, does it promote the general welfare? which means human welfare everywhere.

Now, I insist, gentlemen, upon the importance of this notion of community, since more than any other single concept, it shapes human conduct. The gangster, as I see it, gentlemen, is a gangster because his sense of community extends no farther than his membership in a gang. That determines the nature and sets the limit of his loyalties.

The function of the dean of men, then, is not so much to theorize on all this, but to put it into actual practice. His job is to encourage and strengthen in young men those habits of living which must be practiced if this type of community is going to become significant or meaningful, as we say today.

Now, first of all on that score, we all learned during the Army-Navy programs, that there are a very large number of young men and women in this country who are not going to college to whom that is entirely outside the limit of possibilities for economic reasons. In one sense then, gentlemen, we have to face the fact that for the present, nearly all of us, whether we like it or not, and we are proud of what we do for our poorer students, we are all rich men's colleges, more or less. We are much more rich men's schools than are the elementary schools or than are the American high schools. We are not yet dealing with a representative cross section of all economic levels in the American population.

We shall cease then to be relatively class institutions only when our scholastically qualified Americans can pursue their education no matter what the economic condition of their families. I personally see no way in which this can be done except by very considerable grants from the government.

I would say, in that connection, that as training schools for democracy, our high schools do a better job—I say it with regret—than we do. They are really the melting pots for democracy. I am not going to say that the public high school is doing the best job in sheer intellectual training. I am going to say that as an institution for democracy, for democratizing our population, they do an excellent job. And I think the most significant difference, as I see it, between the German educational system and our own, is the American public high school. In the German system the pupil, at the end of the fourth year, eight or nine years old, has to decide which one of several types of education he is going in for. In an ordinary German town, you do not have one great big public high school. You have six or seven different types of high schools, and all of them stratified on the basis of the economic and social level to which the individual belongs.

Now, in our public high schools you have boys and girls from

both sides of the tracks, where they are thrown into an atmosphere—not a communistic atmosphere—a democratic atmosphere in the sense that positions on the various organizations—most organizations—are competitive. It doesn't make any difference whether this boy comes from the wrong side of the tracks or not, if he can play a trombone better than the other fellow, he is a member of the band that represents that school, that community. The same is true if he is a better basketball player—and they very frequently are. (Laughter) Look at the names on some of the teams. So he is thrown into an atmosphere where in many respects promotion, dignity, honor, etc., responsibility, go to those who are best qualified, and by way of free competition.

Yes, that is true partly in the colleges. I would have to make serious reservations on that score. Let me say only that I think in many of the high schools their athletic teams are more representative of the community than are many of the athletic teams of some of our colleges. But the point I wish to make is that the high school serves over here as a melting pot for democracy. You do have a cross section of the population. It is really a representative social center for that area and virtually for all types of students in that area, no matter what their economic or social status.

So, one of the first things we ought to work for, and that is a job for all faculties in the university administrators, is to see that we extend this melting pot function for American youth of all economic conditions; and once our enrollment has been democratized, it is the first function of the dean to see that he helps to create a healthy physical, intellectual and spiritual community for the welfare of which, or at least, in the welfare of which every undergraduate recognizes that he has a personal stake.

Since this community sense can, in my experience, be strengthened where students live in dormitories, with relatively the same facilities—I mean excluding any Gold Coast—and where they eat the same food in common dining halls, the gratifying tendency of our state universities to provide dormitory accommodations and student dining halls should be extended. I think that it is a very important practical problem, gentlemen. I believe all of your institutions are going to be called upon to increase housing facilities in the next few years, and I believe where this is done, it should be done under the college auspices, and the dormitories, wherever possible, should be under university ownership and control. The same is true of dining halls and eating facilities. The more you make the student feel that he is a member of a community, and instill in him a strong community sense, provided your conception of community is a right one, you are doing a very important job, educationally speaking.

There should also be a very considerable extension of student government, and I am very much gratified to see that on this score, a good deal of progress has been made in some of the institutions represented here. But I think we could go and must go much farther.

Iipse dixit, authoritarian jurisdiction over undergraduate organizations or conduct by presidents, faculties or deans is essentially fascist. If undergraduates are going to become responsible members of democratic communities, they must be encouraged to take over this responsibility toward their college. They must at least be represented—I think they should be represented—on more committees which have to do with the moral and the social organization of the campus. And wherever possible, and I think it is far more possible than most of us imagine—fuller responsibility should be bestowed upon them.

I realize that we must all recognize that in spite of the magnificent record which the returned G.I.'s are making in their studies, morale on many of our campuses is very much lower than it was before the war. I saw a report—more or less confidential report—not very long ago on this score, which perhaps some of you have seen, and which was rather staggering. It indicated that the sources of trouble are not as they were in the 20's—sex and alcohol—but that there has been on college campuses a scandalous increase in cheating and in stealing.

Now, gentlemen, I don't believe this is because there has been any serious degeneration in American youth. I believe it is because of the overcrowding, and the hugger mugger conditions of living, with too large numbers of students who have been more or less pitch-forked in, and who regard themselves as transients, and not really as responsible members of the community. It is lack of community sense in this time of overcrowding, over extension and hugger mugger conditions. That makes our problem all the more urgent, but it does not alter its character. I realize that at no time has our profession been an easy one or a soft one to follow. Uneasy lies the head that wears the spectacles of a dean. (Laughter)

In one respect, gentlemen, Joe Bursley and I—I see he is down here with me, trying to give me his support—Joe Bursley and I are sparing ourselves many headaches by retiring now. (Laughter) But I also believe that never in our history was the job of dean of men more challenging, or more important than it is today. If our colleges are to educate for democracy and for life in one world, you have a greater opportunity than any other group in the educational field, and I know you will all agree with me—some of our universities and colleges occasionally do not—that everything that the dean of men does is educational in the broadest and deepest sense.

The dean of men in the American college today is, as the Pope used to say of himself: "The servant of the servants of the Lord." Yours, as I see it then, is the key position. It is your responsibility on each of your campuses to build a community in which the conditions of living and the habits of living inculcated shall resemble as closely as possible those which should exist in an ideal democracy. It is yours to see that the positions of honor and responsibility on your campus shall go only to those who are best qualified and most devoted to the public interest and not to mere back-slapping politicians.

So, let me say in conclusion that it is not enough that we have escaped disaster in this second world war, so-called. The greatest handicap we face now in America is the prevalent and complacent assumption that our victory has settled our problems and that these are merely problems of reconversion.

As I see it, that is not our happy condition. I return to my fundamental datum. Our country is not entering upon, it has already entered upon the most revolutionary era in the history of our culture, and you must help guide it, as we create new habits of life, new habits of thought, new aims, and new and more firmly held ideals.

Joe Bursley and I, who had the privilege of working as deans in an easier time, and have passed through our era of wars, campus wars and world wars, envy you this increase in the importance of the opportunity that lies before you, and which we are too old to share. But I can assure you, gentlemen, that we who are retiring, we who have laid down the book and the ferule, salute you. Our hearts and our hopes are with you who carry on. With you, more than any other group of educators who must shape the character and the morale of the newer generation—it is you—and our hearts and our hopes are with you who must help to make real the promise of the founder of our tradition—Peace on earth and good will to all men. And our prayer for you is that you may have the health and the strength which your calling demands, and that wholehearted support of all good men which your mission deserves.

Thank you. (Applause)

PRESIDENT NOWOTNY: Our program calls for a discussion of this wonderful address. This blueprint, this philosophy, this spiritual guidance that has been given us by our friend and counselor will be the topic of discussion. The floor is open for any questions you may want to ask or any comments you may want to make.

But I think first we will recess for a few minutes so that you may stretch your legs.

. . . Recess . . .

PRESIDENT NOWOTNY: We have about an hour of time for discussion. I know you probably will not want to take that much time, because you will want to stretch before lunch, but we will give you just as much of that hour as you want to use. If you are not going to ask any questions, I will probably call on somebody.

Dean Gauss, I would like to ask one question that disturbs me always. In one part of your address, you said correctly, that we ought to let students participate in as many committees as possible, and that not to do so was a sign of authoritarianism and fascism. I agree with that 100 per cent. Yet in a lot of these student organizations, I find an increasing indictment of something being fascist, but never over here of something being communistic. And I find myself being confused many times about people who want to indict

some crowd over here because that is fascist, and yet they will overlook this other thing. What makes us have that sort of a difference? I don't know whether that question is clear or not.

DEAN GAUSS: You mean the communist problem?

PRESIDENT NOWOTNY: Yes sir.

DEAN GAUSS: Well, I have the feeling, Gentlemen, that on all campuses, we are overemphasizing the communist menace. You know better than I, on your respective campuses, what the condition is. The one thing that is most disturbing about most communists, is that they bore in, and they get positions of authority and control over organizations, even when they are very much in the minority. So your problem isn't so much one of numbers. I think the number of real communists on our campuses is very small. But their proportionate influence is much greater.

Now, my feeling is—and I put this out subject to correction by you who are dealing with the problem immediately and directly—the thing you ought to see to is that your organizations are all representative organizations. I think that is true from musical organizations, all the way up to athletic organizations and intercollegiate teams. I believe if every one of the organizations was regarded as entirely representative of that campus, you would be rid of some of your problems.

Now, in a representative organization, as I see it, membership and positions of honor and responsibility, as I tried to say, are going to go to those people who are most devoted to the public interest, interpreted in some proper sense, and who are most capable.

I think part of the trouble with student government organizations is that very frequently men get in on the basis of campaigns that are conducted very largely as popularity contests.

Now, in athletics—and I go to that because it is a moot question—I believe the difficulty about subsidized athletes is that your football team, let's say, ceases to be representative of your campus. It ceases to be made up of men who came to your campus for the purpose for which your college exists. They were brought in in order to give your campus a winning football team.

As long as you have that situation, you haven't got, in the eyes of the undergraduates, representative organizations on your campus. And I believe one of the first problems we have to do, is to see to it that membership on any university organization or governing board, is open to all undergraduates on the same terms. I wouldn't charter any organization unless that was true of every man-Jack in the organization.

Now, that does not get rid of your communist problem. But I think when you have that feeling, that this is a representative organization of this campus, you get less chance for the communists to bore in and take control, because they are usually not representative, and

the whole problem of membership and so on, gets much more scrutiny and careful attention from your undergraduates than it would otherwise.

I think if you can leave that problem to your undergraduates instead of taking action from the top down, and say, "We are going to rule out this organization or that organization because there are communists in it," I believe you are making a mistake, because your undergraduates in most cases, will not be with you.

I would say—and I know that it is only a very general statement—the thing to do is to insist on the representative character of every organization. Know what its purposes are, and be sure that membership in that organization is open on the same terms, to any man on your campus.

MR. RALPH A. YOUNG (College of Wooster): If Dean Gauss would care to, I would like to have him expand a little on the idea of federal aid to worthy students.

DEAN GAUSS: Gentlemen, that is a very big problem. But I do think our experience in the war confronts us with a problem that I know, in my generation, we certainly did not realize fully. Until the campuses are more fully representative of every economic level in this country, I don't believe you are going to get rid of this problem that the President mentioned.

Just now we are interested in scholarships and so on, that is well enough, but that really doesn't touch the heart of the problem. We are overwhelmingly—in some places more so than others—but on the whole we are overwhelmingly institutions for the middle class and above. And the protest of a good many youngsters who are sometimes accused of being communists, and sometimes are, is based on their sense of that injustice that an American does not have a fair show even at education through the college level unless his parents have money. Now, that is vitiating our attempt to try to introduce or make of our colleges training schools for democracy. Therefore, the need of bringing in this people, the type of boy that we had in many of the colleges really doing much better work than our average student who couldn't possibly have gone to college unless the army had given him help; that type of student has got to be given a chance at college education just as he has been over the years given a chance at high school education.

Now I suppose there are two ways in which that can be done—I don't like the first way I am going to mention. You can start many more colleges—local junior colleges—so that the boy can continue to live at home, and that will take care of a good many of those cases. At the present time, I don't believe most of those colleges started just now, junior colleges, are going to be able to do a good job. I don't see where they are going to get the faculty. I don't see how they are going to do the job. That, in any case, would not take care of all of them, because many of them live on the farms.

I think there you have to have a scheme beginning with perhaps competitive records in schools or examination, testing, and see to it that every fellow at a certain level of proficiency, every boy and girl gets a chance to go to a college. Now I know that is going to mean a very considerable appropriation, but I think one of the first things we have to understand, gentlemen, is that education has been neglected in this country, and we keep thinking in terms of what we have been getting. We have to think in terms of what we ought to get in order to do this job. So it is going to mean a lot of money, gentlemen. But I do think that education in this country should get a great deal more money than it does. The Russians certainly give a much heavier percentage of their total budget to education than we do—about four times as much.

If we are going to be as much interested in education as the Russians, for instance, we have to raise the appropriations for education.

MR. JOE A. BURSLEY (University of Michigan): Mr. President, I would like to refer back for a moment to what Dean Gauss said about the way in which some of these communist organizations might be taken care of. To give an example: A few weeks ago, a group of students applied for permission to organize as the Karl Marx Society, and their purpose was to study the teaching of Carl Marx. Permission was granted and they had a meeting here at the Union. It was publicized in the college paper that there was to be such a meeting, and people who were interested, students, were invited to attend. A large group came over from the school of business administration—such a large group that the original Marxists were outnumbered. The man who organized the group was a candidate first for President. The business administration students elected their own man as President. Then this same Marxist was nominated as Secretary. The business administration men put in their Secretary. The man was nominated for Treasurer. The business administration students put in their Treasurer. And then as a sort of sop they created a new position as Vice-President, and elected unanimously the boy who had organized the group. (Laughter) But they also provided that the majority of the officers elected should have control.

The Marxist group immediately set up a howl that this was not democratic—that a group had come in and really stifled them. They were not interested in the principles of Marxism. But that made no difference. It had been an open meeting. The boys were all students in the university and they came in and as a consequence, the Carl Marx Society exists, and it exists under the direction of a group of students who were not “red” by any means, and they controlled it.

At their second meeting, they proposed a new constitution, and in this new constitution it was provided that no changes could be made in the constitution thereafter, except by permission of the regularly elected officers. So they have that all sewed up, and it was an entirely democratic process. (Laughter)

MR. NEIDLINGER: How did you happen to suggest to those business administration students that they do that? (Laughter)

MR. BURSLEY: I didn't.

MR. NOFFKE (Case School of Applied Science): In regard to your statement "This college generation is earnest but at sea"; I would like to ask what your thought is on the need for guidance at the college level.

DEAN GAUSS: The need for guidance at the college level—I think it is much more serious than we used to recognize in the time when I became a dean, and I think this whole question of adequate testing, adequate guidance, should be very much extended on all campuses. We ought to prevent preventable failures, and I think we used to assume on the campuses that it was free-for-all, and anybody who failed—well, it was just his hard luck and out he goes.

We know now that a great many men fail because they are in the wrong department or trying to do the wrong things, and I think it is our responsibility to see that those preventable failures are reduced. I think the only way to reduce them is giving them adequate guidance and adequate testing service. I don't think a boy ought to have to go off any campus to get the proper kind of testing along fields that are really within the province of the college.

MR. HAGERMAN (University of Akron): This is not so much a question, and I wish I could put into words what I am fishing for. I went away, as many of the younger fellows here did, after having been exposed to what I think is a very good democratic college society. Since my return I have had the very fine atmosphere and guidance of a man you all know. My contact is very close with the students. The thing that I cannot get straight in my mind is how we can get back to reform or reshaping the ideas and the philosophy of the student with whom we are dealing. More particularly, my doubt is in this one particular area.

I talk to any number of students during each day whose basic problem is not economic; it is not housing; it is not marital difficulties; but who seem to have lost the very basic precepts and principles which all of us have held dear all our lives. Whether it is a lack of religion or whether it falls into the sphere of the area of the YMCA, or that type of society—I don't know. It is a very real thing, and yet it is an intangible thing too. I cannot put my finger on it, and I don't think Dean Gardner or Phil Sherman, with whom I work, can either.

I am wondering if possibly Dean Gauss couldn't put it into better words and lead a little discussion on it. But specifically, here is the thing I am thinking about: I talked to a boy about two weeks ago who said: "How do you honestly expect the students of my age—I am 23—who have been away for four years, who have been taught all the things in which I don't believe, been taught to kill, to hurt, to wound, to tear down all the things that I have learned from my

childhood, my family, my community, my church and my school"; and it seems to me, unless we can get at the heart of that problem and all the other things about which you spoke, the education and the getting back to democratic society on our campuses doesn't amount to a great deal.

I haven't said what I meant, and maybe you get the idea of what I am driving at. I would appreciate a little elucidation and enlightenment myself.

DEAN GAUSS: I don't think that I can give you any light on it, but I think you have put your finger on one of the most important problems that we have to deal with, and I think we have to go out and deal with them in more aggressive fashion than we have. I think the foundation of democracy and the principles of democracy are precisely the same as those of the Christian religion—the brotherhood of man. Once you accept that concept you have all the principles of democracy involved.

I cannot deny, gentlemen, and I have been particularly interested in this problem of religious education, that if we are going to look at it frankly, and I say this with very deep regret, but it is my conviction, the Protestant churches particularly have lost their position of moral leadership in this country. Now, that is a personal conviction. I don't want anybody to say that the Deans' Association says this; but personally, I have been convinced that is true.

Now, it goes right over into this problem that our President raised. If you go into the South and visit any Negro colleges, as I have, you cannot help getting that feeling, that the younger and more intelligent Negroes in this country feel that we are not treating them in even Christian fashion, to say nothing about democratic fashion; and if a great many of them swing over to the communist side, it is because we haven't developed strongly enough a social ethic in this country which is in accordance with democratic and Christian principles.

That being the case, I think there should be more attempt on the part of religious organizations to go in for developing a social ethic that is really and fundamentally in accord with Christianity and with democracy, because the two are the same. I know that is a very important problem, and that is why I am saying, gentlemen, you are in a revolutionary age, and unless we recognize that, and realize that we have to go right down to the bottom of some of these problems and start solving them very seriously, we are going to lose out, because it has to be done quickly. We are not going to have all the time in the world.

I think our curricula are as much responsible for that as the character of our campus life. Gentlemen, I think that the dilemma that we are caught up in is that our national policy, our politics in general has been directly in opposition to the fundamental problems and holdings of our tradition, our cultural tradition, and you are not going to solve it by more courses in American history, or

more courses in American civilization. I know that there I am treading on dangerous ground, but I am convinced that is true. I will take just one more minute along that line. I think we got into this unholy nationalistic mess quite innocently. The place where I think it begins is in the 18th century, when the philosopher Leibnitz made what he thought was a very curious and interesting discovery. You will remember he tells the story about how he and Princess Sophie of Prussia and a member of the court were walking in the gardens or in the grove of a very big castle, a palace; and the princess was picking oak leaves off the trees, and there were innumerable oaks in that grove, and she kept matching them up, and she found that no two of them matched. Those were the days when classification was supposed to be final, and all species immutable and fixed.

And she remarked to Leibnitz: "No two of these leaves are the same, and we always talk as if they were." So the member of the court who wanted to make good with the princess, he went around all through this grove and picked leaves off all the trees, hundreds and hundreds of them and tried to match them up, and found that no two of them were the same. Finally Leibnitz said: "We have to admit that the princess was right, and this is a truth which we have greatly neglected." He called it the principle of individuation.

Now, gentlemen, ever since that time, we have been emphasizing—over-emphasizing—the differences between men. They do exist. Of course they do. But it is nevertheless still true to say that there are certain things that are true of all oak trees, just as it is possible to say there are certain things that are true, in spite of your principle of individuation, of all men; and unless you recognize those fundamental similarities between Americans, Englishmen, Frenchmen, Germans, etc., you are just going to lose out. The important things are those conditions under which men can realize their fullest human destiny; and you cannot say that because this fellow is black or this fellow is Jewish or this fellow is Catholic that he isn't just as human as we are, and I think our problem now is to denationalize our culture.

We have over-individuated the nation and the man, and in spite of that, we have to realize that the principles of Christianity over-teach all that, and insist on the certain fundamental respects in which all men are equal, and equally morally responsible. That is, as I see it, where the problem lies.

Now, you are not going to cure that by more teaching of American history. What most of our modern history teaching does—and I speak here on a controversial subject in which I have been involved in many rows, but I still believe it—what nearly all our historical instruction does is to emphasize what is unique and supposedly incommensurable about each people, every people. I think that is a mistake. In my own field of literature that is the way we used to teach it. I mean of recent years. We teach 17th century French literature, or we teach 16th century Spanish, or we teach American

literature of the colonial period, and all the emphasis is on how Spanish this is or how 16th century this is, or how colonial Anglo-Saxon this is. I don't think when we are doing that we are touching the fundamental problem of literature.

I had advanced this proposition, and our business is to tell the undergraduate what constitutes great literature: Why is this a masterpiece? That is the problem that your teacher in literature should answer, whether he is dealing with American, French, Spanish or any other. And when he does look at it from that point of view, literature becomes great just in proportion as it transcends nationalistic and geographic temporal limitations. What I mean by that, gentlemen, is just this: Shakespeare's Hamlet isn't a great work because it is the work of an Elizabethan Englishman and his attempt to portray the life and problem of a Danish prince. The reason Hamlet is a great work of art is because you can put Hamlet in a tux and lay the scene on Park Avenue in the U.S.A., in 1947. Put Hamlet in modern dress, and it is still true for the audience. It loses very little.

Now, the same is true of Cervantes's Don Quixote. That is a great book, not because it is Spanish and 16th century. I have argued that point till I am blue in the face, being a professor of romance languages. That is a great book because Cervantes has thrown light on some fundamental human problem, so that you and I talk about one of our friends as Quixotic, without in the least implying that he is 16th century or Spanish, or guilty of un-American activity. (Laughter)

Let's not call those things foreign, gentlemen. The important thing about literature isn't whether it was written in this country or not. Some of it written in this country belongs in that field, but we never see it as such. Mark Twain's Tom Sawyer, one of the most popular of our books, is one of the most popular books in Russia today. They have not gone in the literary side quite as far in the direction that we have. That is not great because it was written in the United States, by a U.S.A. writer; but it is so because you have there the eternal boy, and you recognize that in Russia or in France or anywhere else. That is what makes that great literature—fundamentally American, though it is.

Therefore, I would say, let's reduce the emphasis on this nationalistic quality in our culture which has been frightfully over-emphasized to a degree where the whole thing has been deformed. Men, according to the Christian religion, to get back to your point, are all fundamentally the same and live in the same human relations, or should. The important thing to do, therefore, is to stress the similarities, the aspects of human life in which we all participate, before we begin to over-emphasize those things which make us Americans.

I don't want to go on with this, gentlemen, but you have touched on a sore spot; the one thing that we ought to do is to denationalize our teaching of literature, history, etc., and bring it back to the idea

that although we recognize that America in 1947 is a different place from America in 1776; nevertheless, the principles of Americanism, as explained in the Declaration of Independence, are not at all nationalistic. We have perverted our own greatest document without being conscious of that fact. I mean by that, that you could take the Declaration of Independence, and with very few changes, you could make it the charter for the United Nations.

We are not insisting in the Declaration on our rights as Anglo-Saxon settlers on the Atlantic Coast. We are only insisting on the rights of men in which we share; so the frame of reference there is "when" in the course of human events. And that has ceased to be our frame of reference. We want to insist that Americans are so and so, and they are a peculiar breed, usually a somewhat superior breed. That is what all the rest of them were doing. That is what we have been doing all over the place, and I think our world wars are really wars of nationalism. So, until you get rid of this deformation of our culture, because I think nationalism as practiced in politics is fundamentally anti-Christian, and so long as you are dealing on one side with something that is totally inconsistent with the rest of what they believe is American policy, you are not going to get very far with the attempt to make the undergraduate believe that religion is an active and important force in human affairs.

PRESIDENT NOWOTNY: It is now 11:10. Any other questions or comments?

MR. KNOX (University of Illinois): I wonder if it is the general feeling of this group that this report Dean Guass referred to concerning an increase in cheating and stealing, is a general movement, or if it is just—it will undoubtedly come out in Dean Newman's discussion group, but I just wonder if it is implied, if that condition exists generally today.

DEAN GAUSS: I don't think I am free to mention the sources of the report, but I have no doubt some of you have seen its conclusions. The survey, as I recall, included 60 institutions, 60 campuses in this country, and there was just no doubt of the conviction of that group, that cheating and stealing had increased very decidedly on those campuses that were investigated.

Now, I don't think that means that it has been true on every one, and personally, I do not agree with some of the conclusions that were reached by the committee, and the reasons for them.

I think it is true, Gentlemen, as I see it, that unless you have some community sense, the attempt to establish standards of conduct and morale, is exceedingly difficult, and I think that is the reason, if the facts are as stated in that report.

You haven't got any community sense, and I think probably the army experience of a good many of those men was such that you got away with what you could get away with, and since they are assigned to campuses, or in campuses which they hadn't intended to

be on, and into the life of which they haven't yet been integrated, you have got more offenses of that type than you would have in a community of the same kind in normal times. I don't think there is anything shocking about that fact.

MR. L. K. NEIDLINGER (Dartmouth College): As I have listened to Dean Gauss speak about something which is certainly very fundamental, and tried to resolve it down to a basis of a point of attack which the dean of men can make on this problem, it occurs to me that one of the fundamental difficulties that we are in is that the youngster coming to college, and to a large extent his parents, accept that it is the college's obligation to educate him as an individual. In other words, their interest in the development of that boy is as an individual, and most of us, and certainly the colleges in general, have not effectively convinced either the boy or his parents, that the fundamental purpose of the college is to effect an improvement in society, that our obligation to him as an individual is a secondary obligation to our public obligation, and it may mean developing that boy along lines that he is indifferent to being developed in.

Now, a man has obligations to the civilization of which we are a part, and if he could be made to realize that, as a Christian, that would be fine. He has obligations as an American; he has obligations as a student of the University of Michigan; he has obligations of his fraternity, of his class, his dormitory group; and it seems to me that that is the one point of attack at which we can put our finger immediately on. When the boy comes to college, if he can be made to realize that in joining that group he assumes obligations that he must meet, and if it would be possible within the group, to make it disgraceful for him not to meet those obligations, we would then keep him under the pressure which a man must be kept under in order to effect those improvements in himself.

I remember hearing President Hopkins once argue that the great change in our civilization came when the concept of the devil was lost in religion. We have tried, I think, too much to substitute for that concept of the devil which has been lost, the concept of not being disciplined, not being caught in our colleges by the dean. (Laughter) And we all know that the chance of a boy being caught, the chance of a boy being corrected because he is caught by the dean, is quite remote. But on the other hand, if, within his own group, it became either embarrassing for him to display his worst characteristics, or dangerous, I mean if he became subject to discipline when he did so, we would then accomplish, I think, on our own level, what we are arguing about needs to be accomplished on the level of civilization. That, I think, as my own opinion, is seems to be an increase on my own campus, of that very difficulty; where the student government comes in.

Now, it is true at my college, and it is true as far as I have been able to observe at other colleges, that the one thing that is the greatest handicap to our education in accomplishing this, is that

it is not disreputable in the student body to be disreputable. It is to a certain extent, a way of attracting attention to you, and it has a certain amount of glamor to it, and it becomes increasingly difficult for a boy to be good in college and still be popular. And I think that is the level at which we can attack the problem of trying to put pressure on men—not the pressure of the dean's office or the pressure of the church, of Christianity, but simply the pressure of public opinion within the group in which he is working, and if that can be mobilized for that purpose, I think we would make a lot of progress.

DEAN GAUSS: I agree thoroughly.

PRESIDENT NOWOTNY: It is 11:17, Eastern Standard Time. We have a minute for another question or two, or a comment.

MR. ED. L. CLOYD (North Carolina State College): Just with reference to this question of dishonesty, I can only speak for my own institution, and I have been interested to see in the editorial comment of our student newspaper, several articles recently in which students have called attention to the fact that they seem to be laying the blame at two sources: One, due to the fact that the student council is not taking cognizance of that and is doing nothing about it; and the other of course, which they always do, is the method which the faculty uses in giving its examinations. But according to the spirit expressed in those two or three editorials recently, there and I think that one practical reason for it is that which was demonstrated by the statement that was made during an examination, or which I heard, in which one student apparently wrote to another and said, "How far are you from the correct answer?" And he answered, "Just two seats away." (Laughter)

I believe that has something to do with the fact that there appears to be an increase in cheating on examinations. That is not the fundamental reason, but I think that contributes to the present situation, as I see it.

MR. H. E. STONE (University of California: I take this advantage to propose this suggestion, because there isn't any opportunity for serious kickback from the standpoint of time. I would like to suggest that many of our problems of student maladjustment, emotional tension, misconduct, with particular reference to cheating, we may blame ourselves as college administrators and college professors and deans, in our unhealthy, unscientific and absolutely unethical emphasis on grades, as such. Until we discover the difference and emphasize the difference between scholarship and grades, my feeling is that these problems will continue to distress us.

MR. WESLEY P. LLOYD (Brigham Young University): If I understand the general thesis of this morning, it is that we are in need of an emphasis on common experience in contrast to what Dean Gauss has called individuation. At the same time, we are thinking in terms of an extension of personnel programs, in which the thing we are attempting to do is to discover individual differences.

I think that does not constitute a contradiction in terminology in any sense, providing we take the basic viewpoint. But I wonder if we aren't in danger of assuming that that individuation is being discovered for itself alone, in contrast to a counseling system which will go the extra step, and say, "Now what is it that will find us alike rather than merely individually different as shown by the tests."

MR. J. H. NEWMAN (University of Virginia): I waited until the bell to ask this question, because I didn't want to prolong it, and I hope you will use that clock you have there and call time. You did mention the dormitory program, but did you consciously and deliberately leave out the fraternity reference there, or did you just overlook it? (Laughter)

DEAN GAUSS: I didn't do it consciously, I may say, Dean Newman. But I think there, you have a very serious problem that can't be very easily solved. I do feel that a fraternity system, ideally, should include every man-Jack on your campus. Insofar as it is based on the principle of exclusion, on social considerations, etc., the men who need social experience most, as I see it, are the men who are less likely to get into the fraternity.

Now, I believe, that your ideal then is that every man shall have an opportunity to join a fraternity. I know that is very difficult to do. But until you can use that as your general principle, I don't believe the existence of fraternities, insofar as they attempt to separate people from other people less qualified socially, is a healthy movement.

I know many of you have the problem—here you have a lot of commuters. Nearly all of you have that problem. They don't belong to the community in the same sense that you fellows who are in residence do. They don't need to belong to a fraternity. But I do think that your fundamental principle is a simple one, and one very difficult to establish, because it is a Christian principle. Anything that tends to make a distinction between one man and another to establish a barrier between him and other men, is likely to be wrong on the Christian, moral hypothesis.

Therefore, when your fraternity system or any other, tends to run in that direction, you have to do what you can to correct it. So, I realize that in the high schools, there is a great deal of objection to the fraternity system, and in many of them, they are prohibited. And I think in many ways, Gentlemen, there is justification; if your high school is going to be a melting pot for all the people in your community, and they are all supposed to be on the same basis, that fraternity, as it develops, tends to violate that principle.

I know that you can't abolish the fraternity, but I do think you can reduce the snobbery in many fraternities, and that notion that "We are better than so-and-so."

So I didn't try to evade the problem, but I realize that it is a very big one, and a practical problem which varies very much from

one campus to another. In general, I see nothing wrong with the fraternity, provided its principle is not one of exclusiveness and snobbery.

PRESIDENT NOWOTNY: Now our program calls for appointment of committees, and the Chair has railroaded some committees through the Executive Committee, and wishes to name those at this time.

According to the rules of this organization, all Past Presidents are the Committee on Nominations and Place of the next meeting, and the senior member in attendance is the Chairman. That happens to be Scott Goodnight. I wish you would make your wishes known to these members of this committee. They are all listed on page 1 of your program, and I think all of you know those who are here: Goodnight, Bursley, Lobdell, Gardner, Thompson, Park, Julian. I don't think the rest are here.

Then the Committee on Resolutions has been suggested as follows: Bob Bishop of Cincinnati, Eugene Dils of Washington, Ed Curtin of Rutgers, Kenneth Little of Wisconsin, and Willis Tate of Southern Methodist University. That Committee is supposed to bring in any resolutions they want to, we hope most of them non-controversial. (Laughter)

. . . Announcements . . .

SECRETARY TURNER: In regard to the meetings this afternoon, apparently we need to get some idea about the size of these discussion groups, and there have been a number of questions about the method of reporting them, and how they are to be conducted. First of all, we have one substitution on the meeting for tonight. Dean Seulberger had to stay at home at the last minute because of serious illness in his family, and Paul MacMinna is going to take over in his place as Secretary for Section 3 tonight, and he will make the report for that group when it comes time for it.

Now, we have been operating on a rather loose time schedule, intentionally. That was the instruction of the convention last year. You remember we started at nine o'clock, and we finished sometime after twelve on the first morning. Well, we started at nine-thirty this time and we are going to be through here in just a few minutes, so we will have plenty of time for lunch and we will have time to visit all the way through.

But this afternoon, these sectional meetings are going to be the basis for all the rest of our meetings, except Doctor McCreery's speech tomorrow morning, and the meetings, with the exception of Mac's address, will all be based around these discussions this afternoon and tonight.

How they will be reported I think is this: (we found this out at the N.E.A. meeting at Chicago which was conducted very successfully on approximately the same plan) the Chairman and the Secretary will collaborate to make a very brief report, which will be

reported by the Chairman of the group. In other words, the Secretary and the Chairman should get together the facts that come out of their meetings, and have them ready for report; and your chance to talk will be in the discussion of those reports as they come back tomorrow.

We hope you Chairmen and Secretaries will boil these reports down, so you can get them off in a very few minutes and leave the time for discussion from the floor. Most everybody will get a chance to talk when it comes time to do that sort of thing. Make your reports up carefully and get everything down in it, so when it comes your turn as Chairman, to report for your section, you can stand up and get it off.

Better have it down with notes or in writing, so you can get it out of the way, and then the discussion can begin. If we can do that, I think you will find it a very successful way to carry on the meeting, and we will get a lot done, and you will all have a chance to say what you want to say.

Now, in regard to sizes on these groups, will a tall man come up from each group, so we can count how many people are planning to attend the various sections this afternoon. Tonight it is worked out very well, because you will naturally go to the meeting you belong in, according to size of institution. But now we would like to see the hands of the people who are planning to attend Section 1 on "Student Conduct. The drinking problem, student discipline, honor systems." (42 raised their hands)

Section 2, "Student Government, Activities, organizations, fraternities, independent organization." (42 raised their hands)

Section 3, "Administrative Problems of Deans of Students and Men, Training for Assistant Deans, Budgeting, Finances, Functions of Offices." (18 raised their hands)

Section 4, "Counseling, general, medical, psychiatric, psychological." (22 raised their hands)

Section 5, "Special Student Groups, Veterans, married students, Foreign students, handicapped students." (7 raised their hands) That apparently will be a very small group but an important one.

Section 6, "Planning, organization, and operation of physical facilities, Unions, Dormitories, Dining Halls, Book Stores." (9 raised their hands)

Now, Dean Walter, we have two large groups, 42 each in Sections 1 and 2. Will the rooms accommodate those all right?

DEAN WALTER: Yes.

SECRETARY TURNER: That works out all right. If you have more than one representative here, get your men together and assign them to different ones, so you can cover as much of this as possible. I think it is not going to be easy if you start in one and

then walk out on it and shift to another one. You will miss the continuity and you will get a piece of each and not all of any one. But you can pick up what you missed when you get the report from the group anyway. Now, are there any questions about these sectional meetings? If not, that is all I have, "Shorty."

PRESIDENT NOWOTNY: The meeting is adjourned.

. . . The meeting adjourned at eleven-forty o'clock . . .

THURSDAY AFTERNOON SESSION

May 1, 1947

(The Conference met on the afternoon of May 1, 1947, in six sectional meetings, with selected topics for discussion in each group. Since the greatest number of members indicated in advance that they chose to attend the section on "Student Government, Activities, Organizations, Fraternities, and Independent Organizations," the Conference reporter was asked to cover and transcribe the discussion in this section. Reports of all sections were made at the Friday morning and afternoon sessions and appear later in this publication.)

The Group Meeting on Student Government, Activities, organizations, fraternities, independent organizations, held in room 304 of the Union Building, convened at two-ten o'clock, Director Dean Newhouse, University of Washington, presiding.

CHAIRMAN NEWHOUSE: I am sure every one of you is familiar, as I am, with some of the difficulties in having a good discussion session. You realize that there must be some limitations on the topic. You know that in a topic like this one we could go off in all directions at once, and not arrive anywhere. Our topic is: "Student Government, Activities, Organizations, Fraternities, Independent Organizations."

If you noticed the voting as it was published in the last copy of the "Breeze," there were a large number of first choices and second choices on student government. I have assumed that student government is the topic of most interest.

It seemed to me that the one way we might get together on our interests here was to decide that we shall discuss the principles and the underlying various activities, organizations with which we deal on our local campus, and to consider selfishly and frankly what is our own dean of men's or advisers of men's viewpoint on these organizations.

Well, we have had quite a start in that direction this morning in Christian Gauss' talk, and I would like to read two or three excerpts. It is my hope that after a very brief introductory here that we can determine which are the particular questions or issues on which we wish to spend the balance of the time.

For the quotes, then, from Dean Gauss; remember he said this: "You, as Deans of men, are the masters. I will go further and say the creators of the community in which our American undergraduates must learn the most important of all the liberal arts, the art of living cooperatively with other men towards a common end. The dean's job is to build on his campus a community consciousness so strong that the habit of living in that community will durably impress on every student what the word 'humane' means."

Then, he said, "Too little democracy is being lived out by us and

our undergraduates on our American campuses. An ounce of practice just now is worth a pound of publications." And again: "The most effective single instrument in effective training for democracy is not the college curriculum, but the college community."

And this one: "Authoritarian control over student organizations by presidents or faculty or deans is essentially fascist."

I have another thing that I found yesterday that I think is worth our going over. This was in the Michigan Daily of yesterday. I am sure some of you saw it. The City Editor's Scratch Pad. They discussed some lawyers' club case asking for an explanation of a rental increase. The law students stood up for their rights and got them. Professor John L. Brumm of the Journalism Department summed up this view in his address to the Town Hall Forum last night. Said Professor Brumm:

"The Committee for Academic Freedom 'rejects the assumption that teachers, because they are public servants, and students, because they are wards of the state, are restricted in the exercise of civic freedoms accorded other citizens.'"

Similarly, the St. Louis Post Dispatch said editorially not long ago: "One of the things students should learn in school, we think, is not to let their public servants push them around. It is more important in state supported schools than in others because very often their officials are pushed around by legislators and sundry public officials on whose favor they perhaps—the educators—may feel sometimes that they have to gain favor; but the educatees don't have to and shouldn't do it. Quite the contrary. As citizens they are sovereign, and while they shouldn't push their public servants around either, they ought to feel perfectly free to express disapproval."

This is now the writer for the Michigan Daily again: "Out in the cruel, cold world, citizens have the right to make their public servants stand up and explain. It's accomplished by periodic elections, by the referendum and by other devices. A university, by and large, is a community by itself, but that does not mean its rank and file citizenry, i.e., the student body, should be excluded from rights enjoyed by citizens in other communities. It is but another ramification of that thing called 'academic freedom,' which, even in its most limited interpretation, means that students are young adults, not weak-minded children who are still a little damp behind the ears."

"Students have no right to try to 'run' their university. But they do have the right to demand reasonable and reasoned explanations for the acts of their officials when they believe their welfare is not being properly regarded."

I am not particularly happy about the inclusion of the topic "Fraternities" with that of student government. I am afraid that some of you who named fraternities as your choice of a discussion topic are a minority who would prefer to discuss fraternity prob-

lems of rushing, pledge training, etc. However, I see only one means of meeting the interests of all who are here: concentrating on the theory and the principles which guide us in our administration and guidance of student organizations in general. I don't believe we shall lack for debatable issues; I rather think that each of us has had to do some straight thinking of late and that collectively we have done a great deal of straight thinking. But that thinking has not been collective—I have little notion of whether more than half a dozen other Deans are thinking as I am. Is the maturity of veterans dictating a new freedom for students? Are discipline problems and group behavior problems forcing us to a more effective regulation of student life on the campus? Is student government, safe with easily-led youngsters of eighteen to twenty-one, highly dangerous to public relations when in the hands of experienced students who assert their rights to form pressure groups?

We Deans of Men and Directors of Student Affairs have learned to let responsibility sit lightly on our shoulders—otherwise we would not dare leave our respective campuses to attend this conference. Certainly, many of us would long since have been nervous breakdowns. Responsibility for two hundred to twenty thousand young men is no joke as best, and when each year presents us with an entirely new prospect, we do little of that relaxing which is supposed to keep one mentally fit, emotionally calm. How do we appraise our responsibilities, anyway? Are they so clarified that they are a bearable load for a reasonable man, or are we sitting naively on powder kegs unaware of the sputtering fuses?

Frankly, I'd like to know how you men feel about it.

You see, I believe that we are more than administrators, that we are educators working in the most vital area of education the college can supply—the area of voluntary participation. We are not handicapped with the formalization of the classroom or the hourly bell. There is no such spurious motivation as grades; there are no objective examinations forcing memorizing to replace sound thinking. Best of all, there is no classroom autocracy, where all are followers except the autocrat behind the rostrum. Or is there an autocrat, vested with title, who skillfully hides his dictatorship behind a winning personality, a friendly interest, a mouth which can keep shut until the propitious moment? Am I perhaps such an autocrat without knowing it?

To what extent do we Deans effectively control the so-called voluntary activities of students? Is student government to us an administrative device for extending our ideas through stooges who never learn that those ideas are not their own? Are the few students who howl that student government is a mockery envious cranks or are they seeing through the institutionalization which keeps certain conformists in line so they may have prominence and prestige? Have we been able, over a period of years and through several four-year generations, to set a pattern of conformity in certain

organizations at which members chafe, but never quite rebel? Do we deliberately or unconsciously keep student leaders dependent upon us for the success of their administrations?

Surely, in this day, few of us go to the opposite extreme of accepting no responsibility for our students outside the classroom—deny the facilities of the campus to their organizations. Athletic stadiums, Union buildings, concert halls, little theaters, student newspapers, dances, ski trips all point to the acceptance of some responsibility beyond the strictly academic. But where between these two extremes does our concept lie? Is student government a necessary evil? An administrative device? An educational program? A sovereign right of citizens who happen also to be students? If a student senate makes a major error which seriously embarrasses the university administration, what extent am I as its advisor or as Dean of Students blamable? Certain fraternity men go beyond the limits in the wee small hours, neighbors call the president and complain, he refers the matter to me. For what am I responsible?

I have tried to formulate eight questions here, which I think are pregnant, about which there can be considerable discussion, considerable difference of opinion. I asked for a blackboard, so that we could add to that list of eight questions, or replace those questions with others which most concern you.

I would like now for us to try to get down the questions we want to discuss for the rest of the period. If we do not do that, I think we could easily take all our time on only two or three of them. So will you read these questions please, and then suggest others which may be entirely different. I don't think we need worry about the specific wording of a question there because I think we are all vocal enough so that we can cover any errors there and get it to a better statement.

Think a moment about what may have been troubling you or what has been the subject of conversation with some of your colleges at home—a question or a problem entirely different from any of these, but in this general area of student government and organizations. Let's get those added if we can now.

MR. WM. A. MEDESY (University of New Hampshire): What methods have proven successful in stimulating interest in student government.

CHAIRMAN NEWHOUSE: All right.

MR. L. K. NEIDLINGER (Dartmouth College): What are the obstacles to the control of student conduct? That covers a lot of territory. There are faculty attitudes and student attitudes—things of that kind.

MR. H. W. STEWART (Wayne University): This is possibly related to number three; but specifically, what areas should lie within the jurisdiction of the student council or student government?

CHAIRMAN NEWHOUSE: I think we can consider that that is the main substance of number three here.

MR. E. E. STAFFORD (University of Illinois): In regard to number two, what are the arguments for and against paying students who participate in activities—your publications and management of your theatricals and management of your concerts and entertainments?

MR. S. E. CROWE (Michigan State College): How should members on a student council be selected; by areas or classes or organizations, groups? That is the question that bothers us.

MR. VICTOR E. RICKS (University of Oklahoma): What proposals or means do you have for fostering this community feeling between fraternities and independent men?

CHAIRMAN NEWHOUSE: You would like your question to be considered as specific on fraternities and independent men, would you?

MR. RICKS: To be brought together, to get this community feeling that Dr. Gauss spoke about.

CHAIRMAN NEWHOUSE: What is common parlance on that now? How can we eliminate the Greek-Independent split?

MR. GORDON A. HAGERMAN (University of Akron): This is more specific. What is this national student organization?

CHAIRMAN NEWHOUSE: Jim Smith didn't come in, did he? Well, we seem to have gotten over our first impressions on this, and I think we have plenty to go to work on now. For my sake in watching the time on this now, will you check through this list that I handed to you? Can we concentrate on three, four and five as one question, and on six, and let the others just come up through these other questions or be forgotten?

It seems to me, by my estimate, about as good a springboard as we could find is number three: What degree of autonomy or self-determination is necessary to successful student government? I realize at the moment now, that I probably defined the term "autonomy" rather vaguely. To me it is more or less synonymous to sovereignty or self-determination; how much actual power, control is there in the student governing organization? What degree of that is necessary to successful student government? Then, must there be some limitations placed on that autonomy? And then, how do we justify our views there? Anybody want to lead off?

MR. THERON A. JOHNSON (University of Minnesota): I will tee off on that one; not as a proposal of the University of Minnesota or anything like that, but at least to toss this into some debate. On the matter of student government—let me suggest another title or another term: a participation principle in government, rather than an autonomous student government, for two reasons. If we

start with the thesis that a university or a college is an educational institution, and carrying out that thesis, provide professors and provide any number of trained individuals, aiding in that process from a vocational sense, ought not that responsibility in the training of an intelligent citizenry also apply to a laboratory, namely your student life?

So instead of having an autonomous student government as such, or an administration as such, rather work out a faculty-student or administration-faculty-student relationship, where not only the problems of student life in a student community are discussed, but also participation in more general university policy, which has as important an effect on student life as just an organization policy as such. That is a participation principle, rather than a student government, where certain areas are handed over to them. Now you take care of it until you get into trouble and then run for help. That is oversimplification, I recognize.

Secondly, let me pose another question or problem area: If you have student government with legislative functions, with government where legislation is concerned, it seems to me that you also have, if your legislation gets too specific, a need to have judgment on, let's say, violation of that legislation. Who then is the appeal agency for student groups appealing from a student government which can become arbitrary as well as any other administrator? Should that same body that passes the legislation then be the appeal agency, or ought not student organizations to have an appeal agency from student government, as they should have an appeal, let us say, from arbitrary administrative decisions?

CHAIRMAN NEWHOUSE: As I get it, the second one is very specific, and I think is a question, is it not, on what is the limit or the authority or autonomy of this student governing body? What appeal agency can there be from a decision democratically arrived at by your student council, student senate, or whatever you call it? Where does that legitimately lie? Where does the student governing body derive its authority? Have any of you written constitutions recently?

MR. A. BLAIR KNAPP (Temple University): We arrived at it from the basis of student administration. We have eliminated the phrase "student government" entirely. It does not once appear in our new constitution of our student senate. In the fundamental grant of authority when we get down to the question of power, we have a broad statement of the recognition which starts out something like this: "Despite the fact that the government of the University is vested by its charter in the Boards of Trustees, etc., etc., the student senate is recognized as the authorized agency through which students shall participate in the government of their university." And that sets the theme of our whole program.

CHAIRMAN NEWHOUSE: Under what body then does that

place your student governing body? Under the Board of Regents? Under the President? Under the Dean of Students?

MR. KNAPP: We haven't worried about that. The Dean of Students is the adviser to the student senate. The degree to which this student senate under the new constitution can weave itself into the government of the University depends upon the future. In other words, we have said to ourselves: "We cannot predict the degree of responsibility of student leaders next year, five years from now, ten years from now. We cannot predict the degree to which we can educate faculties to accept student members of curriculum committees. So we are setting a broad base on which we can, from year to year, expand the student participation in government."

I think you are going to make a fundamental mistake—speaking personally—if you intend to prescribe specifically in a constitution what can or cannot be done. Set your philosophical base, if you will, and then provide the possibility for almost unlimited growth.

CHAIRMAN NEWHOUSE: All right, from a participation standpoint, we do not need to settle this question of what are the exact limits of student authority.

MR. CROSBY (Rutgers University): Just what can your student senate do under your new constitution? Can they pass a law saying that Alpha Zeta shall not be allowed on the campus of Temple University because it bars Negroes?

MR. KNAPP: We get specific in terms of certain things that over a long process of evolution, everybody has agreed belongs in the hands of the students. The recognition of organizations is one of them. So, clearly then, they could take such a position. The old constitution, which is superseded, placed it in the hands of the Dean of Students to have absolute veto power. We have rewritten that. I still have veto power only in the event they do something which exceeds the authority granted them in the constitution. The only other recourse is to send back for reconsideration.

• For example: I mean if they should attempt to pass a piece of legislation with regard to the curriculum. This charter does not put that specifically in their hands. We have tried to reach a compromise—evolution that I spoke about, has clearly settled that certain things belong in their hands, so we have specifically enumerated them. Then we have left this broad base that I speak about as room for further evolution, and we are not going to have to amend our charter every six months to provide for a new development.

Now, it is up to me, as I see it, as Dean of Students, to begin to educate both my students and my faculty to accept student participation in areas from which they have been barred heretofore, and I have a broad enough charter so I don't have to amend it to make it possible.

MR. CROSBY: It seems to me that Dean Knapp then has the

ability beyond his student charter of himself deciding where the student organization shall go or shall not go, since he has the right to veto any act of the Congress which exceeds the authority listed in the charter, and any new developments which come on in the increasing years which are not included in that charter, he may—or the Dean of Students, not necessarily Dean Knapp—the Dean of Students will have the right to veto that, even though it may be accepted, on the grounds that it is not contained in the charter.

MR. KNAPP: There is an answer for that, it seems to me, and that is that the government of the university is vested by charter in a Board of Trustees, and this is a voluntary transfer of a certain authority to students. I think Dean Neidlinger made the point a year ago, that our campuses are not democratically organized, and he is right. This power rests in Trustees, and I think, in setting this thing up, we have taken a very progressive point of view, that we are going to try to pull the students into this whole process. My veto, as I see it, in other words, is a necessary item in there, simply paying tribute to the fact that the government does rest in the Board of Trustees, which it is folly to deny. And the answer to the question is in me or my successor. If the Dean of Students is a person who will use this document to build student participation, we are going to evolve in that direction. If I or my successor is another kind of person, it is not going to be a progressive document, and you cannot avoid that personal angle.

MR. DONALD G. PARKS (University of Toledo): I am interested in Dean Knapp's reaction. We have been corresponding. It is on his insistence by letter that I am here. We have a student organization somewhat like his. They are also citizens of Toledo, and you would be surprised how far they can go in their appeals through trustees and all. Our latest one is on R.O.T.C. coming on the campus which has gone to the citizens' newspaper and finally to the state legislature. But following his idea up for over a period of 16 years that I know of, we have student council representatives, or their equivalency on every faculty committee. They help determine everything; and the student council is many times better informed as to what the new policies of the university are going to be before the faculty are.

CHAIRMAN NEWHOUSE: By what right are they on all those committees?

MR. PARKS: They were given that right by the President, faculty and by the approval of the Trustees who could have crossed it off if they wished.

MR. KNAPP: Is it a matter of right, so much as a matter of education?

CHAIRMAN NEWHOUSE: That takes us back to the heart of our question, I think.

MR. NEIDLINGER: I don't think you will get anyplace on this until you split it up, because there are two things involved here. I mean, I am convinced that any attempt to allow students to think that they can govern the college is wrong in the beginning. I mean, we allow them to govern as far as we think they are capable, but we know that the minute that there is a difference between what the students want to do and what the trustees and faculty believe is good for them to do, there is just no question of the fact that they cannot do it.

But there is another thing involved here; and we have just been rewriting the student constitution. A student who enters the university or college and becomes a member of this political interest, which I will call the student body, he surrenders some of his rights to student government, and that is were it is a purely democratic process. I mean, the constitution has to provide what he surrenders to the student government. Now the question of what the college is going to surrender to the student government is purely an out and out agreement. I mean, you will surrender as much as they can take for as long as they will fulfill that responsibility reasonably, and you might as well tell them in the beginning you will take it back the minute they do not do a good job.

But we have the question coming up with the students. We wanted to give certain disciplinary powers to a student disciplinary committee, and the students asked, "Well, who the hell told them that they could fine us or do this, that or the other thing?" That comes into the constitution. The student government is allowed to hold every individual student accountable for his conduct, and it is allowed to hold every organization in the college that supports itself from the students accountable.

But that is quite a different thing. There is no argument. Anybody who becomes a member of something expects to surrender some of his rights and privileges to the officers under conditions to which he previously agrees. Of course, the weakness in your college thing is that four years from now, after you establish your student government, you have a whole group of students who have never signed this thing in the beginning and do not know anything about it. I don't think that is any problem, because if the thing has once been established in a college, clearly by the students' consent, I don't think you have any trouble from that time on. But the more you argue as to whether students' government is really democratic or not—I mean, you can argue that it is democratic so far as the individual student is concerned. He cedes certain rights to the student government, and he supposedly can take them away by revising the constitution. But when it comes to the question of whether he can abrogate authority that rests with the trustees and faculty, we have plainly said that the trustees and the faculty can delegate that authority, but they cannot be abdicated.

Your charter or state provisions or simply their responsibilities of

the public makes it impossible for them to agree to make temporary agreement to turn it over to the students to handle.

CHAIRMAN NEWHOUSE: It seems we have one question pretty well settled now, haven't we? That any sovereignty in student government is a delegation from the governing bodies of the university, and if those governing bodies of the university, the trustees, the faculty, the president, wish to remove that delegation—that is, take it back—they can do so.

All right, is there anybody who knows of any exception to that?

MR. DARYL CHASE (Utah State Agricultural College): I would like to hear comments from various members here regarding their own constitutions, that is, the student body constitution in this respect: Is it clearly stated in your constitution, so that the student who reads it knows that this authority ultimately rests with the board of trustees? We looked over quite a number of these constitutions a year ago, and a person would never get it. That is, the students reading it feel that their groups are sovereign. I think a lot of trouble results from this lack of information on the part of the students.

CHAIRMAN NEWHOUSE: All right, it is a delegated authority. It appears from Dean Chase's comments there that it is important that the students know that it is delegated and from whence their authority derives.

I want to go back to Johnson and Knapp here for a moment. It seems to me that Knapp said first that we had no delineations of authority, and then said later on that in our constitutions we have certain powers listed.

Now, I wonder if your two statements there, the way I interpret them are hardly compatible. It seems to me that if you have listed certain responsibilities, authorities or rights, of your student governing body, then you have set certain limits. Perhaps it is not a limit beyond which they may not go, but it is a limit upon which they may not be infringed. Now, is that an essential?

MR. THERON A. JOHNSON: Well again, let's come back to this point of legal examination of charter. If you delegate responsibility, that does not in any sense of the word mean a delegation from now on. Any delegation may be rescinded, and I think when we talk of student self-government that we have not examined the autocratic and corporation fashion in which most of the institutions are established, with the Board of Regents in our own state, for example; the legislature has only the privilege of voting appropriations. The charter was set up in the state constitution, which makes it a corporation, pure and simple.

I might add one more point here to the fact that students give up certain rights to the student body enrolling as university students. They also give up certain rights in enrolling to the university. But

in addition they get certain privileges which are not given to usual people of the state. I think we miss the boat quite a bit when we do not start discussing this very basic principle from the first time the people are in the university or in the school.

May I add one more thing which I think seems to me an important development. It seems to me that since there is a veto power, that many intermediate steps should be set up, so that when a veto power is exercised it may not necessarily be exercised by an administrative individual, but rather by a committee, which could be as far as my participation in principle is concerned, composed of half students and half faculty. I think that as you establish a tradition on the campus of appeal, not to an administrative officer, but to a committee again, where participation takes place, that many of the differences of opinion and some of the scratchiness that may arise are very adequately taken care of, and you substitute a conference table for a desk.

MR. HERBERT H. MITCHELL (University of Alabama): In line with what the gentleman said, we have such a committee, and I would like to know what some of the other institutions do in the way of a committee. We have a committee on student life, which is made up of faculty members and student leaders, including the president of S.G.A. and women's student government association, and the editor of our student newspaper. Of course now, the committee is predominantly faculty, and it is contemplated that more student members will be added; specifically, the president of the interfraternity council, and the president of the sorority groups. But our line goes from the S.G.A., Student Government Association, to the Dean of Students, then if there is some question of policy to be settled, this faculty committee on student life makes the policies actually, if there is some question with S.G.A. or their organization. Then, of course, it goes on, if necessary, to the president for approval. And if it got further than that, it would be the Board of Trustees. But we have found this faculty-student committee so far, during its history of two years, has been very effective.

CHAIRMAN NEWHOUSE: Has that been the story in other institutions that have similar joint student-faculty committees as the final authority? I know of one large middle-western institution whose representatives would say that it has been quite satisfactory, and whose students are planning to overturn it at the present time, and say it is very unsatisfactory. I would like to question it myself on a basis of principle. The president has actually, of course, delegated authority there. Does that take his authority away from him? Have you not now two vetoing bodies instead of one in such as this committee you propose?

MR. JOHNSON: Just to sketch the structure, the board of regents has delegated to the university senate a faculty body, the determination of educational policy for the University of Minnesota. This senate delegated to a student-faculty committee, equally

formed with the dean of students as Chairman, the determination of general policy governing all student organizations including the all university council. The administration of any of these general policies and working with student groups in this area is delegated to the Dean of Students. If any ruling were made by the Dean of Students on the basis of this policy, the appeal may be made to the senate committee on student affairs.

If they do not like that decision, it goes to the senate, to the president, whose is chairman of the senate, and beyond that to the board of regents. That is the end of our line. But that appeal procedure and that process has been established so far, and no one has gone beyond the senate committee. They have felt that it is extremely satisfactory. Yes, we have individual students who feel that responsibility and liberty is something that you breathe.

CHAIRMAN NEWHOUSE: We had some students three years ago, when we rewrote the constitution, who were convinced that the veto by the director of student activities had to be eliminated from the constitution. That was the power delegated to him by the president. They attempted to set up a committee, joint student-faculty committee, that would be this vetoing power, and finally came to the conclusion that the only person whom they would accept a veto from was the president of the university. There was no vice-president, no dean of students high enough for their money, to veto their work. And the point was this: That the president is probably the most reluctant administrative officer there is to veto on an action. There is too much publicity for him when he does it, and we will have less use of this autocratic power over our democratic situation if it is vested straight in the president; and he is, by our constitution, not allowed to delegate it to anybody else.

The president of our university was inclined to agree with them, accepted it, and that was the structure. My point is that I believe that the students have a right to have their action be sufficiently final that there is only one step behind; that that is not something that can be delegated to a joint-student body. But it is a particular situation, and as some of you know, in our West Coast institutions with our incorporated student bodies, we have unique situations there.

MR. JOHNSON: May I put an important corollary in? I would agree with you if there is no staff on a university or college campus that is constantly assisting these two groups in developing and exercising more power—not power in the sense of, I can do this if I want to; but in developing a social and a community consciousness on the campus.

MR. DONALD M. DuSHANE (Lawrence College): How many times has the president had to use that veto power in three years?

CHAIRMAN NEWHOUSE: Never.

MR. DuSHANE: That is the answer, isn't it?

CHAIRMAN NEWHOUSE: I am inclined to think so. The situation has been made really quite difficult to veto an action of a student board of control, and when it is extremely difficult, a president who has to think of all angles of public relations will be extremely reluctant to exercise his veto.

MR. DuSHANE: Moreover, if he had to exercise that veto too often, he might wonder why something was not done to work these problems out on a lower level.

CHAIRMAN NEWHOUSE: When the President agreed to this in our situation, there were several of us administratives sitting there with him in consultation, and he looked at us each in turn and said, "If I have to exercise this veto very often, you guys are looking for jobs." Which is your point, I think there, isn't it?

MR. CHASE: I would like to ask Mr. Johnson just how this works out at Wisconsin, this committee. Do they review the action of the student council to decide whether they are going to veto an act, or wait until the students get into trouble? When does it get into action—this veto power?

MR. JOHNSON: It is a latent power as far as that is concerned. The corollary that I was talking about with Newhouse; namely, the staff at the University of Minnesota is constantly working with the groups to develop, and full information is available to them at any time. Not only do they have to come and get it, but we participate in their program.

MR. CHASE: You sit in their council with this joint committee?

MR. JOHNSON: Sure.

MR. CHASE: You can veto it right there, then?

MR. JOHNSON: No, we do not bother about vetoing it.

MR. CHASE: But you can.

MR. JOHNSON: Sure, but I have a point of view.

CHAIRMAN NEWHOUSE: Do you have both a vote and a veto?

MR. JOHNSON: By a vote in the sense of a voice. Not a vote as a member of the council, no. We are not concerned about veto at the University of Minnesota right now.

MR. KNAPP: We spend a lot of time arguing about something that should be very insignificant. It is purely legalistic. It is there purely for the legal reason that the power is in the trustees and the veto is never used for five years.

CHAIRMAN NEWHOUSE: Can we decide that that is the general situation and drop it then?

MR. PAUL L. TRUMP (University of Wisconsin): I wonder if

the question does not revolve around this eventuality. If a student group takes an action that affects students, and an individual student objects to that action, then there must be some disciplinary power which the student group may or may not be successful in exercising. The question comes then, who has the power to take what disciplinary action, does it not?

In our case I think it would finally get back to the faculty, maybe even the board of regents, although it never has gone that far. It has gone to the faculty. If the faculty will support the action of the student group that gives the student group confidence that in the future, such actions will stick. It also gives the student body the conviction that the student group has the power to take action. If the faculty or its committee will not support the action of the student group, and by support I mean assess disciplinary action, tie up transcript, whatever action might be taken, then there is no point in the student group trying to enforce that authority. The students realize they have no punishment coming. I would think then that the veto really is exercised in the conviction of the student group that the faculty will or will not support appeals we will say; accept appeals from students who have been subjected to action by the student group. There is where your cooperative work with the student group might function. You could give your opinion as to whether or not the faculty would support the student action or that you would advise the faculty to support the student action. But it seems to me the one difficulty involved in this participation principle is the motive of the representative of the administration participating with the students.

You see, I could take this position: I will not support your case, and force the students to take action, which in free democratic procedure, they would otherwise take. If you have representation from the administration, which is basically democratic in philosophy, I can see that working out very well. I rather question whether it is realistically truly democratic, however, in view of its dependence upon an individual.

CHAIRMAN NEWHOUSE: I think that is the question that has been hanging over us for some time, isn't it? Is it essentially democratic if it depends upon the individual? I think Neidlinger would say, that of course it is not, and it cannot be. Well, if it isn't a matter then of a degree of the legal autonomy which these students have, which is an important factor in the success of student government, what is it?

MR. NEIDLINGER: I think, on the whole, veto power is simply a matter of good faith. Wherever you have a veto system set up that the students believe will be exercised in good faith, and which it is difficult enough to exercise, so it takes a real stink for a fight to be made over their ability to do something. I think that is all you can require. But what I wanted to say was this; because I think it might be helpful to some of you who have yet to argue with your

students, this question of real autonomy of student government. I have argued with a great many groups, individuals about it, because you always have students in college, and they are usually the ones who are most interested in student government, who really think that democracy requires that they be allowed to run the university. They go back to a situation that used to be true in medieval times, where a group of students would get together and hire someone to instruct them; and on that basis, of course, they had that autonomy.

And in talking with those men, I have always asked them this question. Now, they would all agree that children in a kindergarten should not be allowed to govern their own discipline, their own conduct, their own curriculum. Students in college will agree that even seniors in high school should not be allowed to decide what they are to study, what they are to learn, how they are to be made to conduct themselves. Seniors in college will agree that freshmen should not have that privilege in college; and just where the time comes when a man reaches the state of maturity so that he should decide these questions of what makes good education and what makes bad, is something that they will realize that faculty and their elders and their parents have quite as much right to decide; and that time has not come when the man is in college, and therefore, there must be some higher authority that is going to regulate those things, except as he proves his ability to do it.

They talk about there being a franchise in any democracy. In any democracy, it is not political democracy. It is not given to men under 21 years of age. In the college organization, the franchise to govern the college has never been put in the hands of the students. In most cases it is limited to the Board of Regents, although in most of our universities alumni have certain privileges and faculty have certain privileges. They have franchises in certain areas. But when students understand that, I don't believe there is much question about who is going to veto our actions and so forth.

That is simply some skepticism on their part that they are not being allowed to have the full extent of authority which they ought to be allowed to have. If you start with the idea that they are not allowed anything except what is given to them as far as participation in the government of the college is concerned, you avoid that.

CHAIRMAN NEWHOUSE: Supposing, Neidlinger, that you had a question of a dispute between two organizations for a given date on the social calendar—let's say an inter-fraternity council and a lettermen's organization, and the board of control and the student council settles it in favor of the lettermen's organization. Now, what should a president or a faculty do if that case is appealed over the head of the student council? What would you do if that would be the case and that one came to you?

MR. NEIDLINGER: Well, it wouldn't come to me because that would be settled in the superintendent of buildings' office. The stu-

dent council has never had any jurisdiction over that particular sort of thing, but let's assume that they did. I think the president would be very unwise even to consider such a thing. We would have to weigh the arguments, of course, that were brought up in it. But I think you have used a bad example.

CHAIRMAN NEWHOUSE: You said that you thought the President would be unwise to take it up. I assume by your remarks that he would say, "That is the student council's business, and you would have to settle it there." Supposing he did take it up, and it was something that was definitely understood to be the student council's sphere of activity—the president took it up and reversed their decision. What would your students be apt to do about it? Would you be in a position of attempting to justify the president's action to them? Where would you find yourself, as a Dean of Students?

MR. NEIDLINGER: He can get away with it once. But if he did it more than once, I would expect, under those circumstances for the students to refuse to accept jurisdiction in that area any more. Now, that is the power that they have over us. They are taking a lot of administrative load off our shoulders by assuming primary jurisdiction in a lot of fields. It would be very convenient for us, for instance, to have the student council settle questions of that kind, instead of the administrative officer, who makes a bad decision and becomes unpopular. It is spread down to the students and we don't care whether they get in a jam on things of that kind. They are really performing a service for the college, and if they should refuse to perform that service, which it is their right to do, certainly, then they put the pressure right back on us.

In other words, I think they have us in a position where we have to play ball with them, inasmuch as we have to play the other way around.

CHAIRMAN NEWHOUSE: Do you think it is well for students to know they have that power, and to what extent they have it? Would you find yourself in the position of advising these students that they do have such power?

MR. JOHNSON: Why not. If the university or college is set up for full dissemination of information to bear on the solution of a problem, I see no reason why they should not have all the facts.

CHAIRMAN NEWHOUSE: I can see one good reason. As Neidlinger said, if the students refuse to accept jurisdiction any longer, who is he going to give it to? Who is going to clean up the mess? Neidlinger might have to clean it up, and I do not want that job.

MR. KNAPP: In your example, I think the dean of students should resign in that case. If the president is going to accept a veto situation of something that clearly belongs to students and overrule the students on something that clearly belongs to them, then the dean of students is not doing his job either with the presi-

dent or the students—one of the two; and I think the first thing the dean of students should do is to look for a new job.

CHAIRMAN NEWHOUSE: In a little diversion of that, I would like to point out that the president who made this reversal himself, did not only, shall we say, act indiscreetly or break faith with the student council, but he did with his dean of students also, didn't he? He did if he did not consult you before he did such a thing.

MR. DuSHANE: He might suggest that the president look for a new job. (Laughter)

CHAIRMAN NEWHOUSE: I had one case in which a president did that, and in which I found it necessary to point out to him that he had me in an utterly impossible situation which I could not accept. I did not offer my resignation, but he reversed his decision on that basis.

MR. NEIDLINGER: Well, I can imagine a president doing that if he had some very good reason to do it. Then the question becomes—for instance, in this particular example, it may be that the athletic lettermen had to meet to answer some question which was of immediate moment, and therefore, to have that meeting was important, and there was no other place to have it. Now that comes down to a matter of communication. If the student council did not know those circumstances, when they made their decision, then it seems to me any president, even though it is half of his business, would go back to the student council and ask them to reconsider their decision on the basis of the information he supplied, and if he was a really good president, he would see that they knew the circumstances that evolved there before they made the original decision.

CHAIRMAN NEWHOUSE: Do we see then for ourselves a role as coach to a student council in the problems of administrative responsibility, authority and so on, so that they can fully exercise their rights, and use their power to influence, even on a president, just as can other agencies of the university? I personally think we do have that responsibility, and I think most of our presidents recognize that we have a responsibility like that.

I notice now that it is three-fifteen. I suggest that we take about three minutes to stretch our legs and then get at these questions on the board.

CHAIRMAN NEWHOUSE: O.K. I think Mr. Stewart wanted to ask a question.

MR. STEWART: I should like to raise again the question, over what areas should student councils have jurisdiction, or to use the phrase that has been used here, just what kind of things should we dump in the laps of and on the shoulders of students in the student councils?

Let me give you an example of the sort of thing we have at Wayne at the present time. The student council now has authority to O.K. or refuse circulation of petitions on the campus by student organizations, or by individual students. And that applies to both what we call domestic petitions, those originating from student groups and applying to university situations, and to foreign petitions, those originating off the campus, and not pertaining to campus situations, as for example a F.E.P.C. petition. Now, I think you will all agree that there are petitions that can be circulated upon a college campus that are highly involved in questions of public relations. Is it fair to unload onto a student council the authority and the responsibility to pass on questions of that sort when they may not be able to see all of the factors involved or may be unwilling to see them, no matter how much you, as an advisor to the council, attempt to point those angles out?

CHAIRMAN NEWHOUSE: Any answer to that question?

MR. TRUMP: I don't have an answer to that, but I think it bears on that, and also the question of how to enlist interest in student government. Unless student government has the responsibility and authority within the framework of the university for things that students do, it can hardly be effective and enlist student cooperation.

Now, this question of petitions is one area. Another area that we are particularly fussing with at the moment at Wisconsin is the problem of control, regulations of students social traffic. That, at present, is in the hands of a faculty committee on student life and interest. If the student governing body has that responsibility then they begin to affect the social behavior of student groups. If student groups do not like the way that group exercises its authority, they will become interested and get into positions of influence students who will exercise the authority on what they would consider a more competent basis. And it seems to me that it is very important that the areas in which student government could be expected to exercise jurisdiction be clearly specified.

It is a matter of delegation, and I would say in general, that as federal and state government, that powers not delegated lie with the delegating body. That is, the students will have those powers that are specifically delegated to them. And I am sure the students are going to make mistakes if they accept such responsibilities. I don't see how the democratic process can actually operate on the campus unless they have the privilege and the right to make mistakes. It is going to be serious at times. It is going to embarrass us.

One thing in our public relations that we will have to do is to make it clear, the source of the action, the responsibility for the action and so on. Another thing, we will have to do is to be sure that we exercise our utmost care in presenting to them the dangers

in anticipating the action, the dangers involved in a certain action. But I feel very definitely that it is the prerogative of the student group, if it is within their area of jurisdiction to take the action, in spite of your advice, if they wish. They should have that legal right.

If you are an effective person, I doubt if very often such a situation would occur. In other words, the advice you give may be on the conservative side and not realistic. In that case maybe they should veto your advice. But actually, unless they have the right to make mistakes and embarrass the university, fundamentally, I don't see how you can think of the system as being a democratic form of government in operation.

MR. STEWART: I posed the question, just how far should council jurisdiction extend, and I related it to this particular question: Have we the right to unload that kind of responsibility on the students?

MR. TRUMP: I would like to see that question discussed. What areas is it safe to delegate responsibility in? I mentioned the one on social traffic. You mentioned the one on petitions.

CHAIRMAN NEWHOUSE: All right. Now our time is flying and I think this is an extremely important question so I am going to ask that the illustrations be left out from now on, and let's have the statement of principle, so we can get around.

MR. DuSHANE: It isn't a question of how much it is safe to give them is it? Isn't it more a question of how much can we give to them which will be done better or which it will be good for them to try to do? It is the function of their advice, the function that thinking through and in performing their duties in student government, and in terms of the students to do those functions that we ought to gage that.

MR. WILLIS M. TATE (Southern Methodist University): On our campus the student government or student council appropriates all blanket tax money. Since they control the purse strings of a good many organizations and activities, they become the power, even to the extent—this isn't an illustration, it is a principle—of the director of athletics coming down and satisfying the student government, because when he comes to ask them for his pro rata share of the student activity fund for tickets, he has to take the decision of the student council.

So if you give them the power of the purse strings, you give them a great deal of power.

CHAIRMAN NEWHOUSE: Any other comments? I would like to add one thing on this matter of public relations, that we have been amazed at the University of Washington to find out how conservative most student leaders will go if they have the sense of

responsibility for the public relations as well as other aspects of the responsibility. And it seems to me, our prime example of that everywhere, is the lengths to which fraternities go to handle their public relations, and how extremely conservative and cautious they can become if they feel it is their own responsibility. I like Trump's connection of that, with this first question here of interest.

Isn't the conviction of the students that they are carrying the total responsibility for their actions and what they are doing one of the prime stimulating effects in interest in student government? Does anybody have any keen interest in student government on their campus without a great degree of responsibility having been given to students, to the extent that if they make a mistake on permitting certain embarrassing literature to be circulated on the campus, or in the approval of an organization, or in the handling of a social calendar, that the administrative officials always stand behind their mistake?

MR. JOHNSON: Just a couple of comments. Universities and colleges have existed for quite a while, through a considerable number of errors, it seems to me. I wonder whether at times we may be a little timid in thinking in terms of public relations rather than in terms of education. I just wonder about that point.

CHAIRMAN NEWHOUSE: I have wondered about that point too. How about the rest of you? Aren't we inclined to be mice when the question of public relations comes up?

MR. DuSHANE: We might show a little more courage and educate the public on that.

MR. JOHNSON: A public relations policy, it seems to me, which is based on white wash—that is a poor term—which is based on the release of favorable facts, forgetting the student body as the best source of public relations—a satisfied clientele is better than any number of inches of newspaper space I think that you can find. I think that is a principle too that is a little forgotten. I know the public relations in reference to universities, especially a state supported university, is a lot different.

CHAIRMAN NEWHOUSE: Well, let's move along. I am convinced, myself, that I am a poor judge of what is good public relations for the university. I have no reason to believe that my judgment is better than the judgment of a committee of fairly intelligent students, and that such being the case, the chances are we will do just about as well by their decision; and in addition will not be taking responsibility to ourselves, rather than leaving it where I think it belongs, and that is with the student governing body. And if they make mistakes, I ask you who in your institution does not also make mistakes in their public relations? Let's get to: What are other means of stimulating interest in student government? I would like to know what percentage of vote you can get

in student body elections annually? We get anywhere from 25 to 30 per cent in our institution. Do some of you do substantially better than that?

MR. G. E. MARSHALL (University of Iowa): We get 35 per cent at Iowa.

MR. CHASE: Can we have the size of the institution?

CHAIRMAN NEWHOUSE: Yes, I think the size of your institution would help. Does anybody else do better than 30 per cent?

MR. CHASE: We ran right close to 60 per cent—3,600 students.

MR. CROSBY: We have 3,000 students; between 40 and 50 per cent.

MR. BRAILEY: I would like to know what the percentage of students voting is where they have control of the purse strings.

MR. TATE: About 50 per cent, I would say, normally. Nobody is normal any more.

MR. C. V. DUNHAM (Texas University): We had 17,000; about 25 per cent. They control the purse strings.

MR. NEIDLINGER: It all depends on what we are voting for. For class officer elections, I suppose we would get about 60 per cent. On endorsing new constitution for student government we got 83 per cent.

CHAIRMAN NEWHOUSE: What do you get at Minnesota?

MR. JOHNSON: I don't know. Is there a direct relationship between high student vote with considerable "power" in the constitution of that council, or whatever it may be termed? Some one expressed the principle that you give the council power and they will vote. I am wondering if that is directly borne out.

. . . Cries of "No" . . .

CHAIRMAN NEWHOUSE: Does anybody say they will?

MR. EDWIN R. MARTIN (Texas University): If it were not for the Greek-Independent rivalry, what would it be?

CHAIRMAN NEWHOUSE: Should we apologize for a 25 per cent vote?

VOICE: Not according to national standards.

CHAIRMAN NEWHOUSE: Is that an indication of lack of interest?

MR. NEIDLINGER: Voting on what?

CHAIRMAN NEWHOUSE: On the officers for their student

body. Don't most of you have one annual election each year for members of the council, student body officers, class officers and so on? Evidently you have a different pattern at Dartmouth.

MR. NEIDLINGER: We have not had an election on this student council yet.

CHAIRMAN NEWHOUSE: I see. Well, don't you have a lot of student critics of your small vote? Doesn't your campus newspapers blast the student body for not supporting the government?

MR. TRUMP: Just like our civic newspapers blast the civic vote.

MR. MARTIN: What would the vote be if it were not for the Greek-Independent rivalry? I didn't get any comments on that.

MR. KNAPP: That rivalry does not exist everywhere.

MR. TATE: No, but party politics will bring out a bigger vote than distribution of power. Power is beside the point in a political campaign. It is the party politics that bring out the vote, nationally as well as on our own campus.

MR. MARTIN: We get about 100 per cent Greek vote, and maybe 2,000 Greeks and 2,000 independents out of 17,000 students.

MR. TATE: That hasn't anything to do with the power of your council.

MR. MARTIN: No, each one wants the student president's job.

MR. TRUMP: I would like to stick in this idea in connection with that: Our student government is criticized, by many students who are not active participants, for being a debating society, for the fact that so-called ambitious big-wheels on campus and so on run for office to get their names in the school paper. In other words, the prestige that goes with election to office seems to be the essential prize at stake, and the residence halls and the fraternities vie for that, and we have about the same situation: 100 per cent Greek vote, because the Greeks have to vote or they pay a penalty, and the residence halls are very active. My feeling is that there ought to be synonymous with the holding of office enough respect among students—which comes, I think, with responsibility—to interest others that have interest beyond this two party system, because it affects their activity as a member of the student community.

CHAIRMAN NEWHOUSE: How can we get that?

MR. TRUMP: By giving the student governing board power to take action that does affect their behavior.

MR. DuSHANE: I teach government besides being Dean of Men. This is a problem which I have been familiar with for a long time. We had an address this morning about the question of the feeling of community responsibility or a feeling of group

responsibility. This is one of the major problems in student government. It is that there are from 25 to 75 per cent of the students who feel that if they do have a vote it is meaningless; consequently, if you are going to do anything about it, you have to make the vote meaningful. It would help some, as Mr. Trump suggested, to have those who are elected have some responsibility. But substantially, the fault is the same fault we find in our cities, where several of us have commented that the vote there too is light, and editorials in the student newspapers sound like editorials in the city newspapers, and that is because we have a two party system with a single vote. If you do not elect by majority or plurality, if you don't have any more votes than anyone else, you elect nobody. That means that this unleavened mass of students who say, "Well, why should I vote? The combines won't pay any attention to me." doesn't have any reason to vote, because if he does vote, his vote is wasted.

Now, there is an answer to this, and there has been an answer to it for 90 years, and that is the single transferable vote, which is used in Cincinnati, New York City Council elections, in Irish elections where they have peaceful elections now because of it, and in which any substantial number of the citizenry can be represented. As it is now, if you vote for a minority candidate or independent againsts a victorious Greek slate, you are not represented at all. Under our system, you are not only not represented, you are misrepresented. But if you set a system up so that 20 per cent of the students, 10 per cent of the students, 8 or 5 per cent of the students, if they vote for something can elect somebody, then you will find participation rising markedly. We have this system in effect at Columbia College in New York, Lawrence College. Before the war we got 75 to 85 per cent of the students voting. That is a substantial number. That council of 12, any 12 of the students could elect; 3/12 could elect three and 7/12 could elect seven, and it is proper that a majority should have a majority. But any more than half could not elect them all.

MR. WILLIS L. TOMPKINS (University of Kansas): We have a feeling in Kansas that with very few exceptions, the student leaders do not want the student government. What they want is red meat, something dramatic. They want to throw out the chancellor or pull some political move. That is the type of thing they do year after year, and the like it. You pin them right down and they do not want the rather dull routine business of carrying on a student government.

CHAIRMAN NEWHOUSE: Has anybody solved that problem? I am sure some of you have, haven't you?

MR. TRUMP: It is a good problem though. (Laughter)

CHAIRMAN NEWHOUSE: Certainly, then, if that is the case at Kansas, you have not been very successful in stimulating interest in student government, have you?

MR. TOMPKINS: Yes, we have so-called student government, which actually amounts to political maneuvering and dramatic events.

CHAIRMAN NEWHOUSE: Fair enough.

MR. HAGERMAN: Would you ask, by a show of hands, the number of deans who are head of their own department, their own dean, how many of those actually participate in student government—I mean by attendance at council meetings and so on?

CHAIRMAN NEWHOUSE: In an advisory relationship?

MR. HAGERMAN: Yes, and then, I have something further to add.

CHAIRMAN NEWHOUSE: May I phrase it this way: How many deans or heads of divisions here sit with the student governing body as an adviser?

MR. KNAPP: You mean as a regular practice?

CHAIRMAN NEWHOUSE: Yes, as a regular practice.
... Fifteen men raised their hands...

CHAIRMAN NEWHOUSE: How many do not?
... Sixteen men raised their hands...

CHAIRMAN NEWHOUSE: There is an answer. Fifteen do, and sixteen do not.

MR. HAGERMAN: The point I am trying to make is this: That it seems to me, in my brief experience with students, that the higher the échelon in the advisory capacity, the more successful is your stimulus. I think it has worked out, certainly, in our place, and has in some others which I know. The example being, in our situation, the students have asked the President of the University as often as he possibly can to come and sit in on the meetings, not for veto or vote or anything else, but just by a show of his expenditure of time, which is important certainly, and bringing in other equally important people on the campus to participate with them, their interest in student government has greatly increased.

Another thing in connection with some of these others about which we have talked is that I think it would be an excellent thing for all of us to look at ourselves through a microscope or any other way you want to do it, and evaluate ourselves in terms of what we are trying to do with the students. Certain obvious truths are evident, of course, that all of us have thought about, but it seems to me that the more deeply interested we can become in the students as a student, and helping him assume his rightful place in future democratic society in terms of our present day student organization, then I think that many of these problems that we are discussing and those that we have discussed will themselves resolve.

CHAIRMAN NEWHOUSE: It is the question of lending the

prestige of our positions or the administrative positions to the student council itself.

MR. HAGERMAN: Yes, and the other thing is by virtue of your experience, the esteem in which you are held, you also add tremendous impetus to this whole problem of student government. The other thing I noticed when I was a student, I thought of a dean as someone just short of God. I didn't know him and never saw him. The fact that the relationship was like that, I did not know him, did not have any idea of what he did, who he was or anything else. I have since changed my opinion, naturally; but it does seem to me that the closer the biggest person on the campus can be to the students, disregarding such things as the trivia with which you get bogged down and the details of building and housing and God knows what else—but I don't know. I don't think it is amiss here for those of us who are in this work to look at ourselves and just see how closely we get to the hearts of the kids we are dealing with.

CHAIRMAN NEWHOUSE: All right. Now we have two suggestions on these methods that have proved successful in stimulating interest in student government. The first one was to see that the student government has power over issues of some concern to the students. The second is to lend it the prestige of the administrative staff responsible. Are there any others?

MR. STEWART: There was the third: The matter of the type of vote.

MR. DuSHANE: The single transferable vote would help more than any other single thing.

MR. TRUMP: Does this group know what that means?

CHAIRMAN NEWHOUSE: I will confess that it is a bit confusing, as yet. Would you be interested in having a further explanation of it? How many would? O.K. DuShane.

MR. DuSHANE: It is the Hare System, invented by a clergyman named Hare, in 1857, 90 years ago, known better to us now as the single transferable vote, under which a formula is devised according to the number of seats to be filled and the number of votes cast, which assures that any election for one post, such as presidency, governor, senator, congressman, mayor or president of a student body can be obtained only by majority, and election of multi-member bodies, such as Congresses and legislatures and student senates and councils is proportioned to the factions in the student body which exist. So that the legislative body will mirror as closely as possible the student body itself, or those who vote in it, so that a minority does not, by capturing a plurality, let's say, in the election, get all the seats. But a minority can be represented in proportion to its number.

CHAIRMAN NEWHOUSE: Excuse me, DuShane. If you mus-

ter a certain number of votes then, or percentage of votes for a given individual who is running for the council, he is automatically on the council, regardless of how many others got that many votes too. So the number of the council is not fixed.

MR. DuSHANE: It may be fixed or may not be fixed. It depends on whether you use a fixed or a variable quota.

MR. NEIDINGER: You have to have political parties to do this, which is something you do not want in your council elections.

MR. DuSHANE: It can be personal following or a group of light-minded students, and it will solve the communist problem too.

MR. NEIDLINGER: You have to have rival candidates. You cannot take a list of 25 men to elect the top ten, or elect ten. You have to have rival slates.

MR. DuSHANE: Not necessarily. You can have one candidate if you want, and you vote for him. Suppose we use ten. We use 100 votes, and we have a council of four to elect. On the formula, the number of votes out of that 100 which will elect one of these four is the smallest figure which will elect four all together. So you take the number of seats to be filled, add one, divide the number of votes, add one, and that is the quota. In this case, the quota varies according to the number of votes. If twice as many people vote for four officers, then there will be twice as many needed to elect.

CHAIRMAN NEWHOUSE: May I vote for four or ten?

MR. DuSHANE: You vote for everybody if you want. You number them instead of X them.

CHAIRMAN NEWHOUSE: I don't think it would take a very smart fraternity politician to see that 100 per cent fraternity votes went for all the men they were interested in.

MR. DuSHANE: You don't understand. For your first choice on the entire list of candidates you number them 1; your second choice 2—3, 4, 5, 6, 7, 8, up and down the list. Your ballot is counted for your first choice. If he has lots more votes than he needs, he is already elected without your ballot. They re-examine your ballot and give it to your second choice. If he is the last man on your list and has no chance for election, they examine your ballot again and see your third choice, and they examine your ballot until the vote is for somebody.

MR. TRUMP: Must you rank every one?

MR. DuSHANE: One or all. Except that if you rank one and he is way down on the list, you are a fool if you don't name a second so your ballot can count for whoever you want next. Your ballot is counted for your first choice until he is elected or until he is

the last man on the list, and then, of course, you want to have it counted for those who are left.

MR. TRUMP: Which ballots are used to get second choices? You see what I mean?

CHAIRMAN NEWHOUSE: I am going to arbitrarily rule that we must move on now, and I have had another suggestion that we take up this question of "Should students in activities be paid for their services?" How many pay some position or another in student activities with financial remuneration?

...28 men raised their hands...

MR. DuSHANE: Ask us how many approve it?

CHAIRMAN NEWHOUSE: Of those 28 who did, how many approved any other positions than in your publications?

....Eight raised their hands...

MR. TRUMP: You are talking about their getting pay regardless of where it comes from?

CHAIRMAN NEWHOUSE: Yes, eight institutions pay other than publications. We may presume that the other 20 pay only their publications people. All right, whose question is this? Who wants to carry it further.

MR. E. E. STAFFORD (University of Illinois): That was not a theoretical question with me. It is actually arising or has arisen on the campus from the student senate. The student senate is made up of 15 elected members and 10 ex-officio. The ten ex-officio members are leaders in various activities, some from the publication, some from the theater guild, some from the concert and entertainment board, class officers and so forth. So sitting on the student senate you will have a student from publications who is getting paid sitting next to one from the fraternity council, we will say, who is not getting paid. The one who is not getting paid raises the question: Why should the other one be paid? The one who is getting paid favors paying students. The one who is not favors not paying them. And it has been given quite a little study by our student senate this year.

CHAIRMAN NEWHOUSE: All right. Any comments?

MR. NEIDLINGER: Are they self-supporting or subsidized? I mean as a group, are your student activities self-supporting?

MR. STAFFORD: They are subsidized to the extent that any activity is subsidized by the use of the theater and so forth, yes; but otherwise, directly subsidized, no.

CHAIRMAN NEWHOUSE: Gentlemen, our time is running away from us. We have about five minutes left.

MR. JOHNSON: I just raised this question in reference to this point. Anyone who has done any reading in general education, no matter what report you may have read or what discussion you may have been in on, recognize that there is a most fertile field for the future development of the education of America—and in reference to counselors or anyone else, they are missing the boat if they do not examine that rather closely.

Taking your purposes of general education, let me raise this point: How can you justify paying anyone in student life or in his laboratory life, when you examine the purposes of it? I would like to reverse the question.

MR. CROSBY: We justify it on the basis that so many of our students have to work their way through college, and that we cannot demand from them the time and effort and responsibility which we insist on them placing in positions of leadership, of extra curricular activities, unless we can also compensate them for it. Otherwise, they must put that time in earning money to earn their way through college.

MR. TRUMP: Otherwise you restrict those activities to those students who can afford it.

MR. CROSBY: Right.

CHAIRMAN NEWHOUSE: We will have to come to a close because a bus will be outside at four-fifteen to pick up those who wish to go to tea at the Bursley home.

Now, let's check and see if there is anything that I can report for tomorrow morning. We are fairly well agreed, are we not, that any student democracy that exists or any democracy that exists in our student government, is a delegation of authority from the administration of the university. Correct? As I recall, there was no objection to that. As to whether there should be a specific area in which a student council had virtually final authority, we are not entirely agreed; but as I recall, the consensus was that there could be an area, in which they could have such authority, and there also might be areas other than that, in which, by Knapp's broad base of their constitution, these students might move in on a consultative or advisory capacity or basis. May I report that we see a distinction between those two things; that there is an area in which they do have the autonomy under the final authority of the board of regents, or should have such authority, and that there is another area, in which they may well be used for advisory or consultative functions? Is that satisfactory? If there is an objection, please tell me.

We went from there to, it seems to me, rather a divergence in our opinions, as to what degree of autonomy might be necessary to make student governments successful, and it would appear to me that some of us are exercising a pretty skillful control over our student groups;

some of us are not sitting with our student governing bodies, and others are somewhere in between. May I say, then, that we find a wide divergence of opinion in the degree of autonomy which is necessary to make student government work? Is that satisfactory, or is there any objection there?

We are, some of us, doubtful of the ability of students to carry the public relations responsibility. Others of us are inclined to think that they will carry it about as well as anybody else will, and that there is a stimulus to responsible student government if we take the chance of having them take that responsibility. Now, do we have that difference of opinion there, or is my impression there fallacious? How many would say that he, individually, has considerable doubt as to the wisdom of allowing students to take very much responsibility for public relations? How many would say that they will probably do about as good a job as the administration will do, and that it is a stimulus to student government? Evidently my question is not too well phrased, because not everybody is voting, but I am afraid that we won't have time to go over it again.

We find we have some differences of opinion on whether students in activities should be paid for their services, but the huge majority voting, at least, do pay at least in publications. A smaller number pay for any other positions.

Now, is there anything else that I am overlooking here?

MR. TRUMP: I would like to just point out some distinction between reporting on prominent practice and reporting on what we approve of. I think those distinctions were not made. We may feel that there are desirable things which we are not doing.

CHAIRMAN NEWHOUSE: I assure you that Secretary Harper and I will be pretty careful in working that out. This is pretty ad lib for me at the moment. Is there anything else?

MR. MARTIN: About two or three weeks ago we had a national convention of independent men at O. U., at Norman Oklahoma, and those minutes will be ready for us before long, in case any of you do want to get those. The reason I am saying this is that I was elected the new Executive Secretary, and I have a lot to learn from those of you who know more about it than I do. But I am down with "Shorty" Nowotny, and he is going to be my right hand man, where I am his left hand man; but if any of you are interested in those minutes, let me know.

CHAIRMAN NEWHOUSE: May I add, now, that we are all agreed that student government is an essential and vital part of the total program of the university in some form or other. Is there any disagreement with that?

MR. KNAPP: Just a minority of one who does not like the phrase "student government."

CHAIRMAN NEWHOUSE: All right, what would you substitute for it?

MR. KNAPP: Student participation in university government.

CHAIRMAN NEWHOUSE: I would object to that replacing the other one. Perhaps we can work them both in, Dean Harper. And that it is the responsibility, generally, of the Dean of Students or his equivalent to participate with the students for the best possible exercise of that function.

Well, we are overtime now. If that is satisfactory, we will draw our reports along those lines. Thank you very much.

... The meeting adjourned at four o'clock...

FRIDAY MORNING SESSION

May 2, 1947

The meeting convened at nine-forty-five o'clock, President Nowotny presiding.

PRESIDENT NOWOTNY: Fred has some announcements to make.

SECRETARY TURNER: I have the registration figures, just up to before I came upstairs; and there are 170 registered from 102 institutions in 40 states. That is the highest registration by far that we have ever had.

The second thing is that Joe Isen, who is our faithful slave here managed to get out Dean Gauss' speech and discussion for us last night, and I have been down to see if there is any chance for us to get it mimeographed and get it out here. It is not possible. Garner Hubbell said that if we will get him the copy, he will get it back to me ready to mail the first part of next week.

DEAN HUBBELL: We will get on it right away.

SECRETARY TURNER: Fine, We now have, with the compliments of the University of Michigan, the roster of people in attendance up to yesterday afternoon, and they are available at the desk downstairs. Also, the picture is downstairs, and there are copies available for \$1.50. I am particularly anxious that you identify yourselves in the picture.

PRESIDENT NOWOTNY: It was the request of your group last year that we try to make this a working conference, with a maximum of time allowed for individual group meetings, small group meetings, and participation by as many members of our conference as possible, in smaller groups and sections. That was sort of a mandate that you gave us, and we have not had any outside speaker, and we are not going to have an outside speaker this morning.

Otis McCreery was known in the Big Ten as the athlete that we wish we could all go back to. We wish that all the athletics could be typified by the type of young man that he was when he played in this conference, under Dr. Williams, who made the Minnesota shift famous. He did his graduate work at the University of Minnesota, and we remember Dean Nicholson picked him up as an assistant dean when he was doing that. As a sideline, he helped Spaulding and Bierman and Crisler do some coaching for the Freshmen. That is probably the best training he had for becoming a successful Dean of Men. And he was Dean of Men at Drake and also at Washington State.

During the war, like a lot of people in this group, he felt he

wanted to make a direct contribution to the war effort, so he went to work with an airplane company, then the Aluminum Company of America in California, and I happen to know that when he left Pullman, everybody connected with that institution and with that city, knew they were losing a real citizen. It is significant that the labor unions expressed their regret that a man of his caliber was leaving that community. And so it was not long until he showed himself as a type of man who knew how to deal with both employer and employee, with management and labor, and he had a pretty rough time convincing both factions that he could be their friend.

He made such a reputation that this company put him in charge of directing all their training for all their plants all over America. But we have a little miniature conference, the Texas Personnel Conference of Industrial Personnel, Deans of Men and Deans of Women and what have you; and they come there from all types of industry. We had an educational council, people like Kirkpatrick, Lloyd Jones, we had the personnel director of Marshall Field, and yet, of all the people who spoke at that conference last year, the man who was kept on the floor for an hour after he got through talking answering questions from the audience, was the man who is to speak to us this morning.

And so, at our preliminary conferences—we had one with Woody Thompson at the University of Iowa, when we met with Phi Eta Sigma, and then the National Interfraternity Conference with 90 Deans, we all thought Otis McCreery, even though he has been promoted into industrial personnel work, could give us practical ideas of what industry expects of counselors of students, and what is the relationship between educational personnel work and industrial personnel work. And with all the emphasis we have on graduate placement and other relationships, vocational counseling, we thought this would be a real practical contribution, by a man who is genuine, who is sound, who is well trained, and who attended his first meeting back in 1926, at the University of Minnesota, of this Association. And he has kept up with it, and he wants to continue to do so.

So, I am happy to introduce, still a fellow Dean, now a personnel director, Otis McCreery. (Applause)

DR. OTIS C. McCREERY (Director of Training for Aluminum Company of America): Mr. President and Members of the Association: Thank you, "Shorty," for that gracious introduction. I want you to know that I would certainly do the same for you. Anyone who has visited "Shorty" in his habitat at the University of Texas will realize the hold that he has on those people down there; not only his campus, but the entire State of Texas. I think "Shorty" could be governor of the State of Texas any time that he decides that would be more interesting than handling a gang of students.

When I think of some of the troubles you are having, I think back to that little couplet, written by Edmund, which goes:

"I love to stand upon the shore
And watch the waves in wild commotion;
And then enjoy it all the more
Because I am not in the ocean." (Laughter)

There really isn't any truth to that little couplet, because I miss tremendously the contact which I made over 20 years as a Dean, and certainly not the least of those satisfactions was being associated with this group of which you are members.

I should like to do three things this morning. I should like to just give you a personal experience of going from the field of education to the field of industry; and I hope that you will excuse all the personal reference, because, after all, it was my experience, and that is the only way I can tell it. Then I should like to just make a little demonstration of this projector we have here. We haven't used it very long, but we think it is rather unique as a teaching aid. And then tell you just a little bit, at the end, by using this projector, of the training program we are engaged in at the present time.

As "Shorty" has said, and I should say this probably: That after all, an industrial plant is no different than a college campus. Every day I see more analogies which can be compared. You have the rather shy new worker who comes in, just as you have the shy Freshman who does not know his way about and has to make adjustment to the new situation. You have the sophomore who is sure he knows everything by that time and is throwing his weight around and knows the answers to all the questions.

You have the induction program, which is just another "Freshman Week," if you will; and at the present time, just to finish out the analogies, with the student strikes that you hear about all over the country, I am not sure there is any difference any more. I have found, too, on the college campus, some realists who are more realistic than any that I have found in business. I found in industry some idealists too. There are probably greater idealists than some I have found on the college campus.

It is unfortunate, many times, that we think in terms of stereotypes—a great industrialist is such and such; a labor leader is such and such. And unfortunately, many industrialists have a stereotyped idea of the average college professor. I think a great deal needs to be done in a liaison way so that these two great groups can understand each other.

During the war, for a couple of years before I went down to California, I had charge of the Air Corps and A.S.T.P. programs at the State College of Washington. I thought it was a good experience, and I believe that those potential navigators and pilots and bombardiers really appreciated the efforts which the faculty and staff of that college put out to give them a good experience. But as you know, in June 1944, those programs folded up, and I thought

that I would like to get a year's experience in industrial personnel so that I could come back and better counsel the G.I.'s that would be coming back from service.

So, I wrote a friend of mine who had been in school with me at the University of Minnesota, and who was then Vice-President in charge of industrial relations for Alcoa, and told him what I wanted, what my experience had been recently. He said, "Well, we are interested in your letter, and if you really want to 'get your feet wet,' we have a plant down at Vernon, California, where the labor relations are probably as bad as they are any place in the company." He said, "Any change down there will be an improvement. If you think you can take it, you go down and toss yourself into that and we will see what happens."

It sounded rather interesting, and I thought I would get a lot of experience, and I was right as far as that is concerned. Vernon, California is a little industrial community, fully surrounded by Los Angeles; and as you know, during the war, there was a great influx of people from all over the country, and their adjustment was something rather difficult; and those are the people who worked for us at the plant.

That plant covered about 50 acres. There were 5,000 people working there at the height of the war effort. This plant had a variety of operations. They did fabricating, architectural shapes, castings, made extrusions and forgings for the B-29, P-38 and P-80. They made some castings for the Water Buffalo and fabricated some aluminum pontons which were used in the invasion of Germany.

I went down there as personnel director, and under my direction there was a medical department, the safety department, the employment department—which was a tremendously big department—the plant newspaper, public relations, the labor-management committee, the cafeteria and feeding service, and labor negotiations. I had about 75 people on the staff to direct those various things, and by far, there were more headaches in labor negotiations than all the others combined.

Now, I am not trying to make any defense or set up any particular propaganda for my particular company. I think that they are fine men of integrity, but I certainly know they have made mistakes, which they would be the first to admit. But to show you a little bit of the type of a plant it was, at that time: Among the 2,500 industries in the country, our company was among the top 30 in wages paid per hour. We had a starting rate at that time of \$.90 an hour, and some of our skilled machinists were getting, with overtime, and quite a number of them, as much as \$600 a month during that period. We had a good safety record, and the working conditions were good. We have shower baths and drinking fountains. It is our practice; and we have rest periods every two

hours—ten or fifteen minute rest periods, which usually stretched into a half hour.

So, that was the kind of a plant that I went into. But, in spite of that, the labor relations were lousy. When I first went down there, the Vice-President of the Union introduced me at a bond rally, and he said: "Well, this is the third personnel manager we have had. The first one had a nervous break-down and resigned"—and these are all true—"and the second one was with us for three months and died of a heart attack." He said, "Now comes Mr. McCreery. We have had kind of tough luck with our personnel managers."
(Laughter)

The Union that I had to deal with was the U.A.W., C.I.O.; a very aggressive Union, and some of you people know it quite well. I had the idea in coming into that program that the only thing I would need to do would be to bring my progressive ideas, which I had learned in psychology and otherwise, to bear on this new industrial problem and there would be peace and harmony; that all I would need to do would be to keep my promises and do the best I could for labor, and everything would work out.

But, Gentlemen, I was wrong. I had always regarded myself on the college campus as something of a liberal, and I still feel that keeping your promises and giving full consideration to the personalities of all members of the Union and members of labor is a must for industry. And I believe, too, that with that kind of a program that you can win over 75 to 80 per cent of all working people. But you cannot win over that 5, 10 or 15 per cent, which you might call the lunatic fringe—the group that are in it for what they can get out of it themselves.

This is an illustration of some of the things that might happen. We had a tremendous number of grievances that were piled up when I went down there, which was probably our fault. The personnel and labor relations were being held by an industrial engineer who did not want the job, because he wanted to get back to his designing and his methods of engineering and he was just handling it; he did not like it and he was not very well fitted for it. So a great pile of grievances had accumulated. This is the type of thing that would happen: In the grievance committee I would make some important concessions, from which I thought there should be a reflection of gratitude from the working people, and they would get up and shake hands and leave the room and say, "That is fine. We are certainly glad we can work with you this way." And then the next week in the Union paper would come out: "Beware of McCreery. He will win your confidence and then probably stab you in the back. Have nothing to do with him."

And I would talk to this Vice-President, the friend of mine who stood and supported me all the way through this, and he would say, "Well, don't worry about that. They are just putting on a show for

the rank and file. They haven't anything in particular against you, but it wouldn't be to their interest if the mass of people get too friendly with you, because if there is too much peace and harmony, then they think that there will be no jobs left for the Union." So you see, I am describing two types of leaders here. I am describing a leader who is sincere and wanted to do the best job possible. For example, one of his men said to him, "What is going to happen if all this peace and harmony develops and then there will be no more grievances and people won't join our Union, because there will be nothing more to settle, and we cannot do anything for them?" He said, "By God, when that time comes, we won't need a union any more." Which was certainly going a long way for a member of the labor Union.

Now, of course, I take exactly the opposite point of view. I think the Union should take the position of the Chinese physician who is paid to keep people well, and whenever they do accept and take that position, that their job is to keep peace and harmony, then I feel that we will really be arriving at something.

Even though we were having these difficulties, the grievances started to go down, and I think it was for two reasons. We attacked this mass of grievances in this way. We said, "We will tell them yes or no, or we will give you our answer in five days." And we got rid of most of the grievances in that way; and when we told them we would give them the answer in five days, we would give it to them in four days to be sure we were under the deadline. But queerly enough, as grievances started to go down, and as we won the approval of most of the people in the plant, this radical group—and I don't mean unionists necessarily; I don't know whether they were Communists or not, and I never tried to find out, but at least it was the group that was against any peace and harmony which could be built up between management and labor—they became more vicious in their attacks, as we won the greater approval of our group.

Now, at the time I was there, we had about 3,500 people. We had the maintenance of membership clause, and most of you know that with the maintenance of membership, a man does not have to belong to a Union to come in, but once he gets into the plant, if he does join—he does not have to join, but if he does join—then he must maintain his Union membership for as long as he works there. Whenever he drops his Union membership, he has to be fired by the company.

So, out of 3,500, we had this record, because we knew who were members: 1,200 of them belonged to the Union. Of the 1,200, according to my friends who were in the Union—these were not stooges. They were not telling me anything they did not tell anyone outside. Of that number, about 70 attended meetings regularly and took care of all the legislation and passed their laws. So at any time, 35 or 40, a majority of those present, could pass legislation which would control that entire plant.

Now, we said many times to the people who seemed to be cooperative and stable, "Why don't you attend the meetings? Get in there and pass the things that you want to see passed." And they said, "Oh, all I want is to do a job of work and get fair compensation and good working conditions and all this playing, we don't want to bother with it. We have too much to do." That, unfortunately, is what caused a good deal of our trouble.

As I see it, the reason those grievances dropped was because we kept our word with them, and another thing, we added enough people to our staff, so whenever any grievance came up, we sent these men out and fully investigated it right from the bottom to find out whether the foreman was to blame, or whether the laboring man was to blame, or whether top management was to blame. As a result of that, when they followed up the steps of the grievance procedure and finally came to my office, we knew more about that grievance than they did, for the first time, and when we did, we found that that did away with perhaps two-thirds of all the grievances.

A lot of them have been phonies, just dreamed up by somebody to keep us upset, and keep us worried. There were times when quotas of grievances were handed out, and they have come to a certain steward and said, "You have not had a grievance in there for three weeks now. Your quota is low. You had better get going." And we would have a grievance from that department.

When the time came that we found out that that was a phoney and were able to say to them, "Turn back to our records; that this man, this steward has had twelve grievances in the last month, and you will admit with us that only one out of those was a bona fide grievance" then we started doing away with a lot of them and then we had the real grievances.

I would not want you to think that any part of this is an indictment of the labor Union, because we are sure that the labor Unions will always be with us; and as I see it, it is very much like a fifteen year old adolescent; and they are going through growing pains. Some of their leadership is bad, and some of their leadership is excellent. We have the greatest respect in the world for Clint Golden. Les Rollins knows him very well. You probably have read his book—"The Dynamics of Labor Negotiations," or something of that kind. When more people like Clint Golden are developed it will add to the peace and harmony of industrial situations.

This fifteen year adolescent feels rather insecure at times, and at other times he is very arrogant and he feels his power, and switches from one to the other, and probably he is conditioned somewhat by ruthless and careless treatment in the past, and I wouldn't be surprised that if fifteen years ago a great deal of this difficulty and fault was the part of industry. But I believe now that most industries are doing a pretty good job, that they are anxious to go ahead progressively and develop good working conditions and I

think the pendulum must swing back from this power which the labor Unions have had. And although we sympathize with the growing pains of this fifteen year old adolescent, I wonder if we can afford to let a fifteen year adolescent drive a 3000 pound car at 75 miles an hour. I am not sure. Part of the difficulty, it seems to me, that gets labor into trouble, is the fact that a labor leader, to win a point, whips up the Union to get a strike vote, to win a small point with the company, and he threatens strike.

Now a strike might be the last thing that he wants, but he wins his point with the company, and then he is all set to sit down again. But all his people are whipped up to a white heat and he cannot cool them down again. That is why we have so many wild cat strikes. It is a type of technique which they have not developed to handle a situation like that. Especially in the C.I.O., there is so much politics, that the cool and stable leader does not have much of a chance with this wild-eyed boy who comes in and talks fast and wins over the majority.

I feel, however, as a member of management, that the thing that we must do is to give the highest compensation that we can, remembering that we must lower costs in order to sell more products to more customers, in order to expand our plants, in order to hire more people and pay higher salaries. I think that the thing that personnel management must do is to use sympathetic understanding a thousand times a day, be patient with this group that is trying to work out their difficulties, at the same time keeping up a strong defense against this minority that are trying to take over; to recognize individual differences, to use the best testing procedure possible, and at all times to develop the quality of placing one's self in the position of the other fellow. If there is any one philosophy which I think is important, it is that, of being able to see the problems of the working man or the labor Union committee on the other side of the desk, or even this wild-eyed radical that is trying to win something, to get some attention and recognition. That is what he wants, because after all, these people want the same things out of life that the rest of us do. They want to belong; they want some recognition; they want a little credit occasionally. They probably want to educate their children; they want a car; they want these other things that the rest of us want. And I think it is important to industrial harmony that they get it.

But I think that there is a great field for liaison groups in between, who understands both sides of the picture and tries to understand both sides of the picture, to bring these two together. When we can develop people in the labor Unions like Clint Golden, and people on the other side in management that see the problems of the other fellow, I think we are going to go places.

I am not discouraged at all. I think that there is a great field, and I think there is a great field for personnel people in industry, because people are pretty much the same the world over, and no

matter what circumstances you may find them in, they are alike. The same personnel qualities, the same techniques which have made you successful in working with student bodies are also needed in this new field, this very dynamic field.

I miss many times the experiences of being back on a college campus, but I am tremendously thrilled to participate in this very dynamic program, because I believe that with programs which I want to tell you about next, such as the training programs, that a great deal can be done to solve some of the problems of management and labor.

Before I start talking about this training program, I would like to just show you a few slides here of this projector, which is called Visualcast. The great value of this projector is that you can face your audience, you can practically have a lighted room, and you can write on the slide or sketch or what not. Just turn out the first light and we will leave the rest of them on, which should give you somewhat of an idea of this. We should have a tilted screen for this, but we haven't, so I have had to tilt the slides a little bit.

I am taking the time for this because we have found it a very valuable teaching aid. We have not used it very long, but in our conference program we feel that it is going to be quite effective. The slides are made of an acetate transparency such as this. (Illustrating). Just by photographing whatever you want to photograph, making a positive and sticking it on here, you can make one of these slides. I am not supposed to be looking back over my shoulder, but I will have to a little bit this morning.

(Slide) This is just a diagram of the machine itself. All it is is a light here, which is reflected up through a lens and then back by mirrors, to the screen, so in that way you can watch the screen and you can watch me as I speak at the same time.

(Slide) You also can write on here. (Demonstrating writing, erasing, underlining, circling, checking on blank slide. He wrote: "The meeting of the N.A.D.A.M. is in session at the University of Michigan under the ruthless but efficient guiding hand of President 'Shorty' Nowotny.") Now, if you find out that some of this is wrong, you can rub this out. (Rubbing out the word "ruthless" and inserting "gentle.") (Laughter)

(Slide) If I were an artist, I could even make a little sketch something like this. (Sketching a picture of President Nowotny and Secretary Turner). (Laughter)

(Slide) This could also be used as a form. Sometimes the edges are a little fuzzy, but you can put a piece of acetate over that, and fill it in any way that you want to—fill it in incorrectly and then fill it in correctly; take it out and it is just the same as it was before. (Illustrating)

(Slide) I will go through some of these rather rapidly. There is one with color.

(Slide) There is the diagram, and if you wish, I could draw directly on this little slide if I wanted to, but I can also put this other piece on top of it and extend this up, if I wanted to. (Illustrating). And you can illustrate almost any change you wanted to make, and then take it away again, and you have it just as it was before.

(Slide) Another one of the same kind.

(Slide) Photograph illustrating safety devices.

(Slide) Here is another one with a little bit of color. These have nothing to do with our training program, naturally.

(Slide) Now, this illustrates a different head that can be placed on there if you want to substitute a different kind of head. It would be something like that. (Illustrating).

(Slide) Joe Park, I charge you nothing for this plug. This is Wesley Fesler, just a little picture of him.

(Slide) Now with color you have to have a little darker room than with light, but you can get along quite successfully with this much light in the room.

(Slide) Another safety device.

(Slide) Sometimes you may have to shoot over a side wall, and one photographer worked this out in which he established the perspective to start with, you see, so that when that is thrown on a side wall, you would see the picture just as if you were seeing it from the front.

When I was called back to Pittsburgh and told that they wanted to develop a training program, they said: "We think the most important people that we want to do this for will be our foremen or our different members of management."

So I made a survey, and I found that these were the things which the foremen wanted. First they wanted job responsibility. They wanted to know the limits of their authority and on what their promotion might be based. That was one point.

Another point that they wanted was a sound salary administration. During the war, our foremen many times were getting less than the men under them because, due to Union pressure, the rank and file could have their wages increased. But under the administration at that time, salary stabilization, it was almost impossible for the foremen to get a raise in salary. And that has been one thing which has caused the low morale of foremen, and probably the development of foremen's Unions. They want job security.

I am talking about these foremen because I think that they are real key men in this. They are right down on the firing line, and many of the grievances come up because they are not well trained, and probably do not handle their grievances as well as they should. They want job security. They want to look forward to their job as a profession. And unfortunately, too many times, they have been

given a big fight talk about what can happen to them when they leave the rank and file and come up and become a member of management, and then we cut back some when the cut-backs come and they have to go back with the rank and file again, and it is rather a soul destroying experience. They want the right to be heard.

They want the feeling of belonging. They want to get this off their chest, this thing that has boiled up inside of them. They want recognition and respect. And Ernest Dale says these are the things that he feels will bring recognition and respect more than anything else to the foremen.

(Slide) First, provide signs of office. What we mean by signs of office, is put the man's name on the door. Give him a telephone. Pay him by check, and some of those things which make him feel that he is really a part of management. We are asking all our people to publish foreman's manuals. That is the foreman's bible that he can go to at any time and find out exactly what his decision probably should be. There still is a great deal of flexibility, but it gives him the policy of the company.

Hold information meetings, so that the foreman, right from the lowest supervisor can know what is going on in the company. Issue information bulletins.

When I first went out to California, one of the foremen said to me, "Well I like your ideas, McCreery. We will play along with you and see what happens. But here is what happens. A grievance starts with me down in the plant. It comes up to your office and you make a decision; but do I hear anything about it? No. I get my information from the steward in my department, and by golly, that happens too many times."

Right after that I got out an information bulletin. After every war labor board case decision, after any new policy that was established by the company, we sent it out to all of these foremen throughout the plant. It went to anyone who had supervisory responsibilities. It was sealed, marked "confidential," with his name on it.

One man came back to me after he got this and he said: "For the first time do I feel that I am a member of management." It was just the fact that they had gotten this little bit of recognition; a thing which seemed absolutely obvious. Let the foremen give out the management information. That is very important.

Develop cooperation between foremen. And of course, improve relations between the foremen and those people up and down the line.

(Slide) These then are those things which we felt were important, and on which our program has been based.

(Slide) Here is a little chart showing the way that this training program is set up. Vice-President in charge of personnel relations; personnel director—my spot here—director of training. I have a staff in Pittsburgh that works up these training programs and

slides and script. We make our own film strips and recordings. Then we send them out to these various plants, Vernon, East St. Louis, Alcoa, Knoxville, Tennessee, Massena, New York, Bauxite, Arkansas, and so on. We have a training director in each of these plants who then puts on the program.

The way we do it is this: We go into a plant and we divide all members of management into groups of fifteen. We feel that it is important in these groups to have foremen, superintendents, the works manager, all represented, so that there is a vertical cross section, also a horizontal cross section, because we want as many different departments in there as possible. We form them into little conferences. Then we take up a plant problem such as good house-keeping, or something of that kind, and we say to these men: "What do you think is wrong with the way this plant is being run in this capacity at the present time?" And they come up with their ideas, and they say, "Well, these are the principles which we think are important." Those recommendations then go to the works manager, and it is surprising the way that they are eating it up.

They feel that they really have a hand at the present time in policy making in their plants. And it is surprising the number of things which have been changed because of this little program which we started only last September. We think it is a two channel piece of machinery. Down one channel goes information from the company about their plans and what they expect to do in the future. Back—probably the more important—is the reaction from the foremen and members of supervision themselves, which help us then to change our policy in the company.

(Slide) This is a little thing which in one conference had to do with dissemination of information. That is one great trouble of getting information up and down through the lines of management.

(Slide) This shows the difference between bulletin boards. That might also apply to a college campus. (Laughter).

(Slide) You can also keep in touch with your people by mail, in sending your information to their homes.

(Slide) Another thing we tell the foreman is that it is important to know that your men are on the same wave length with you, that they understand what you are talking about, that you know enough about them so when you are sending out a statement, they realize what it is all about.

(Slide) We started out with getting a history of the company and something about our products and processes, and I will just show you some of these to show you the type of thing which we use in these programs.

(Slide) What we did during the war. We are not trying to sell you on the Aluminum Company. We are trying to sell our own people on the company.

(Slide) In this we gave some of our information as to what our plants were doing. A new plant which we are building at Davenport, Iowa; expansion at Bridgeport, Connecticut; a foil mill down at Alcoa, Tennessee, and so forth.

(Slide) In this, we wanted to show them the various uses of aluminum in various parts of the country, and to give them a feeling of security that this thing was going to go on and would not fold up.

(Slide) We also felt it was important to tell them something about our competitors. The reason that we did this was to show them that it was up to each one of us to do a good job because we are facing competition, and Reynolds and Kaiser and some of these other companies were doing a good job, turning out a good product, and we would have to compete in quality and cost and so forth, with them; and also compete with other materials, plastics and magnesium and so forth.

(Slide) Now, this is something about the way the aluminum or bauxite is reduced to alumina and then to metal.

(Slide) This is another one of the same kind.

(Slide) This is the electrolytic cell in the reduction process which changes alumina to aluminum. This is the basic patent or the basic discovery, by Charles Martin Hall, who was a young chemistry student at Oberlin College. He discovered this in the 1880's.

And just in passing, you might be interested in knowing that one of the principle stockholders in the Aluminum Company is Oberlin College.

(Slide) At the present time we have just completed a series or are completing a series on the grievance procedure in nine meetings in about two months and a half. The background of the labor movement, two meetings on the causes of grievances; and we had each plant survey their own causes of grievances; three meetings on how to prevent grievances; one on how to handle grievances, which was given to show how to give the man a good hearing. Be sure the approach is right. Collect all the facts. Get action and follow up. Responsibilities of all levels in grievance procedure; and the last, a model grievance procedure.

Now, some of you may have seen "The Voice of the Turtle," that very popular New York play. In this, you can look into the kitchen, into the living room and bedroom at one time and see the action that is taking place. Well, we took a page from that script and set up four cubicles such as this. (Illustrating by drawing on slide).

That is the shop where the grievance takes place. This is a skit which is actually acted out in the plant. We try to vary all our types of presentation as much as possible. Here is the foreman's office and his desk. This man comes in with his grievance. This is the superintendent's office, which is the next place they go. They are turned down here. And through this we try to stress all

the principles which we have set up through the nine meetings. Here it comes up to the personnel department. And in this, the question is whether the foreman will be supported or whether the Union will win the grievance. And it is so written that it can end in two ways, and we as the group there vote which way they think it should be ended. Then we act it out in the last act in exactly that way.

(Slide) This is one which we are planning at the present time for next year. We are going to start out with the basic course in economics of running a business. This will have to be done in words of one and two syllables, of course. Organizing the business, financing it, division of sales, and managing it. Those are the things which are important, which we think our people need to know.

Then we will have a meeting and outline the program for the year. We think that the basic thing which the foreman should be responsible for is quality, production and cost. Now, how do you get that? How does the foreman get that? He gets it through five different areas, of working with people, working with materials and production, working with machinery, of studying methods and working conditions, and integrating this entire thing—the administrative factor. Under people, come all these various things that you can see here: orientation, training, upgrading and discipline. Metallurgy and quality, all those things. We think that will probably take about two years to do. We are now thinking that in order that there should be a good follow up that after each of these series, we will take a little vacation for two or three weeks. Then take these principles which the foremen themselves have said are important in this field and bring them back to top management, and then they will come down the line of command and will be put into action in exactly that way, what you might call an instruction period. That program will take about two years.

At the present time we are carrying on meetings every week. We group them under one subject and then we lay off for two or three weeks and then start another subject. We carry on for only nine or ten months of the year and lay off, and get all our preparations made for the next year.

(Slide) This is the last one. I feel I have taken a lot of your time, but it will give you some indication as to what our people think about it. We made this little survey of these plants, these six plants who started the program about the same time and had the same number of meetings, and we asked them these questions—four different questions that they could answer. “I don’t like it at all,” which is the red. “I would prefer some other kind of program,” which is the blue. “All things considered, I like it pretty well,” which is yellow. “I like it fine. I am really getting some good from it,” which is the green. So you can see that 95 per cent of the

entire group answered the last two questions, which is quite encouraging to us.

I visited the plants just the other day that had had a good deal of trouble and difficulty, had been somewhat in the red, and the works manager told me that he had had this program in since September, and he felt the fact they were coming out of the red was largely due to this training program in which the foremen were realizing the importance of integrating their program and doing these things, taking care of the responsibilities in the best way. That also has been encouraging to us.

(Blank slide) This is kind of primary, but you remember that old story. (Illustrating) This, Gentlemen, is an ice truck. This is a cake of ice. This boy got in, sat down on the cake of ice. At the end of the ride he said, "My tale is told." (Laughter and applause)

PRESIDENT NOWOTNY: Thank you very much, Otis. We have here twenty minutes to eleven, Eastern Standard Time. We have fifteen or twenty minutes for questions. Before we go into these Committee reports, a lot of you came up and asked Otis some questions about this machine, and his program. Are there any questions from the floor? This man has the information. I guarantee he will give it to you.

DEAN HUBBELL: The foremen meet on company time don't they?

DR. McCREERY: Yes. We think it is to our advantage as well as theirs to meet on company time, and it is just one of our responsibilities.

DEAN HUBBELL: Somebody asked if you ever talked to college presidents about this and pointed out that they meet on company time. (Laughter)

DR. McCREERY: May I say, not because I have anything to do with that, but I think, certainly, industry feels they can get a lot from education. I think education can get some things from industry. Some of the things we are doing we, of course, copied from some of the training programs carried on during the war and presenting them in as interesting a fashion as possible, and try to get our points across in the best way; and I am not sure that is being done on the college campus.

I realize this too, of course: That my company fully believes in this thing. They think they want it expanded, and they are willing to spend the money, and there is no particular budget on this. If I can sell them on the idea, it is important, and they are willing to spend the money for it. That is a little different from my experience on college campuses. (Laughter)

DEAN J. L. BOSTWICK (University of New Mexico): I was

going to ask whether that survey that you showed last there, was that a survey among the foremen or the people who are working?

DR. McCREERY: No, it was among the foremen, because we think that our first job is to train our foremen. Then we will go on from there. We want to be sure they are doing a good job first. Only our foremen and members of supervision and superintendents are in these various meetings. But we wanted to be sure we are getting our stuff across to them. That is a survey of all of those foremen, anonymously. It was controlled so there was no possibility—we were not interested in knowing—who, of course, answered it. We wanted to get the truth from it. We think we did.

DEAN BOSTWICK: There still were a very few people among the foremen who did not like it at all?

DR. McCREERY: Yes, one per cent, I think.

DEAN BOSTWICK: No way of knowing what they did not like about it?

DR. McCREERY: Yes, we also asked them to send in comments, and some of them felt top management was not taking all of the things which they suggested and putting them immediately into action. Now, we never guaranteed that they would do that. We said that you come together and decide what are the principles in discipline, in our discipline procedure; for example, we think this is wrong and this should be done this way and what not. They would come up with maybe 25 different recommendations to the works manager, the top guy in the plant. And we said, "Now we do not guarantee that all of those things are going to be put into effect, but we do guarantee that they will get consideration." So when they went up to the works manager, he would say, "Well, I think these seven things we can put in, they are pretty good. We hadn't thought of them before," and it is natural that they did not; because in a group of fifteen foremen you will find maybe 200 or 300 years of industrial experience. Where will you get an expert to come in and tell you that?

But he would say, "These two things are not in the cards. We cannot do them." But instead of dropping it there as we had done in the past, he would send it back down the line to the foremen and we would report in our conferences, "This is the reason the company cannot do that, and they cannot do these things for a year and a half because of certain circumstances."

MR. KNOX: I have two questions. First, has your personnel program reached into the housing picture; and second, it was observed yesterday that there was a hesitancy on the part of several commercial representatives to interview and be interested in married graduates. Have you noticed that in your travels about? Have you noticed a concern on the part of industrial concerns as to the marital status?

DR. McCREERY: Only to the same extent that you would be on a college campus if you had two people who were equally good and one was married with five children and the other was a single man and you knew you wouldn't have any headaches in getting him housed—you would probably give preference to the first chap. Unfortunately, I don't think too many companies have gone into the housing thing. They think they have some headaches as it is. But I believe it is important for all industry to take in all considerations of this man's personality, outside the plant and in it.

We have not done it yet, and I wouldn't want you to think that I feel that we have a 100 per cent personnel program. I do not think we have. But I think we are scraping the surface and we know somewhat what we would like to have. Our company is a pretty conservative company, but they think this type of thing in which we bring information first to their key people, their foremen, getting them to do a good job, which will then percolate down to the rank and file, and our next step will probably be some type of training with them, if we can get the Unions sold on the idea that it will be as much to their advantage as it will be to ours—and our company is in favor of that.

MR. HERMAN E. TAYLOR: To what extent does seniority control your choice of men that you wish to make foremen, or to elevate to higher position? In other words, the college graduate coming in, who might want to start at the lower level, must he work through all of the seniority before he gets that opportunity?

DR. McCREERY: It is a very pertinent question. Seniority has us baffled a good many times. We can take a man from college right in and make him a foreman if we think he will make a good foreman. We can start him down in the plant. We probably won't, though. But we can start him down in the plant, and then he would have to take the jobs as seniority would dictate on up the scale, as far as the top of the rank and file.

We have the right, however, to select anyone we want to out of that rank and file and make him a foreman, even if he has only been there a week and we think he is a good man. The Unions do not like that. They think it should go right by seniority; and as far as the rank and file, let's say that we have an excellent man in the sixth place, and a mediocre man in the first place. We have to give the preference to the mediocre man because he has been with the company a week longer than this chap on down the line. I think there are a lot of things to be said for seniority, and if I were a working man, I would want a good deal of protection, but I think there should be more exceptions than there are now.

Do I answer your question?

MR. TAYLOR: Yes.

MR. CHARLES W. MacLEAN (East Pittsburgh, Pa.): I am in

charge of the educational program with Westinghouse, and I would like to back up a lot of what Mr. McCreery said in his training program, since it is somewhat similar to ours. In regard to housing, the problem which you asked about, Westinghouse, went into a housing program about 1928. They built a whole lot of houses and when the depression came in '32 or '33, they were left with those same houses. They were not only left with them, but they had a lot of problems of financing them. People had bought part of the house and then they lost their jobs or they were only making \$8 or \$10 a week and could not hold them. You couldn't get the people out, and you had in addition to losing about \$20,000,000 that year, you had all these houses on your hands.

So I could not persuade them to do anything this year in regard to that. For example: Last year, I hired 600 college graduates on our training program, and we had a real need for housing. But the company would not do anything due to their past experience with that type of program.

Another thing you run into is that if you went into a housing program for college graduates, your Unions would say, "What are you bothering with those kids for? We have all these people who need it who have worked for the company for several years. You have to take care of us first." So that is another problem.

In regard to whether or not we hire married men or single men in preference to married men, in our own company we have not considered that too much, although we do have a real problem in Pittsburgh of housing them. We take care of it somewhat, because we have plants all over the East, and after a basic training program of three or four months, we can get them out on work assignments to these other plants, somewhat on the basis of their own experience and where they will be placed eventually, and by placing them out that way, we can have married people step into those particular apartments where these people have been and keep it rotating somewhat. But it isn't satisfactory, I assure you.

DR. MCCREERY: I might say that Mr. MacLean should be making this speech instead of me. They do a better job than we do.

PRESIDENT NOWOTNY: I hate to cut off these questions, and maybe we made a mistake a while ago in stretching too long, but time is going on.

An old country boy was talking about a great problem one time, about what makes the grass green, and they asked a bunch of college professors, and they had not settled the problem. I don't know what makes the grass green over there, but a damn good rain helps. (Laughter)

DEAN PARK: Could I ask one more question? Mac, last Monday noon, I talked with a man in Columbus, who is Director

of an industrial research organization, and the President of one of the American institutes of engineers. He is just starting out on a tour of colleges. Some of my faculty friends have been telling me that all college graduates are interested in now—and he is speaking particularly about engineers—is the amount of money they can earn.

I would like to check with you, as to your impression about that, and I said, "I think that is true. At the moment that is all they are interested in." He said, "Well, what about the old idea of service the colleges were supposed to train for?" I said, "I suppose that is in the background, but I don't think it is very prominent any more. These boys have been reading the financial pages of the newspapers, and they see the tremendous profits made in industry now. Their memory does not go back to the time when industry was losing money. But they propose to get theirs just as the industries are getting it now."

I would like you to tell us, out of your experience, what you find about that attitude of our present graduates.

DR. McCREERY: Well, I don't know, Joe, that I could agree with that 100 per cent. Of course, that is not exactly my field at the present time. Other members of our staff go around and visit the colleges. But I know that the people that I have interviewed would be interested, of course, if there is going to be \$100 difference in jobs that were fairly equal; but I think a lot of them that we are talking to are quite interested in the long pull. Maybe we have just been lucky in the ones that we have been talking to, but I don't feel terribly discouraged about that.

What do you think, Mr. MacLean?

MR. MacLEAN: I think you are right on that. For example, we pay \$225 a month to an engineer who has had less than two years experience in the army or navy, and \$245 to somebody who has had two years or more, merely because they are older, not because they are worth any more to us. And yet the same boys can make \$300 with a smaller company. The salaries are ridiculous, I agree; but the boys who come with us feel that it is the long pull; that companies like the Aluminum Company and Westinghouse are more stable, they are growing, and there is opportunity for success within that company since both companies have the attitude that they promote from within rather than your small company who will hire two men for a specific job, and that is the job they will be in. If they need an expert to take over the management of a certain department, they will steal them from one of our companies.

So, in spite of the fact that neither company pays the highest of the group, I think we get our share of the good ones who are planning their careers rather than the immediate money. But there is no question that this year there is more consideration of money, of starting salary than ever has been the case before, because they

are older now, and many times they have families and you cannot eat your future. You have to have something to live on in the meantime.

Another consideration, of course, which is coming up now, is the consideration of locality. Hitherto, companies like ours have hired young single men. They usually got engaged and married a girl in the local community there and they settled down in that place. Now, they have married somebody from Texas. She is not happy in Pittsburgh, so they want to go back to Texas. So, that is a consideration. The consideration of locality is much more important now than it was before.

PRESIDENT NOWOTNY: Thank you very much. Now, I think that Texas ought to be complimented, and the Californians, for not being as noisy as they generally are at this Convention. One convention I attended with a bunch of Texas boys, toward the end of the meeting the rest of the convention started hollering, "L.S.M.F.T.—Lord, save me from Texas." (Laughter)

We now have the reports of section meetings which occurred yesterday; followed by discussion. The first report will be made by that gentleman from Virginia, sir, "Foots" Newman, section one, staged in room 444. (Laughter)

DEAN NEWMAN: How anybody could want to go back to Texas—. (Laughter) There have been many changes in this Association in personnel, in changed functions, in changed titles, and in changing trends. The one area in which there has been little, if any, change is in the area of the drinking problem and certain aspects of student conduct and student discipline. We have been like Tennyson's brook—just babbling along.

These problems have long been discussed in this group without definite and final solution. Our section could only continue in this tradition yesterday, with many questions raised, with much discussion, and still no definite and final solutions. Despite this, I believe the section found the discussion to be worthwhile.

The drinking problem is a complex one which varies from section to section of the country, and from institution to institution. I mention this to qualify anything which may be said. There can be no uniform or standard procedure on this question by the representatives assembled here. Some think there is more drinking today than formerly. Some think there is about the same amount. Some think that the girls are drinking more. Few, if any, believe there is less drinking.

Regardless of these differences, there is certainly still a drinking problem. A few institutions are permitting alcoholic beverages at parties in fraternities and in dormitories; and the representatives of those institutions are satisfied with the results. One institution permits drinking in fraternity houses, but not in the dormitories.

It was generally agreed that there should be no discrimination in the enforcement of drinking regulations, but that they should apply both to fraternities, to student rooming houses and to dormitories alike.

All institutions are influenced by public opinion in regard to the drinking regulations at those institutions. It is this public opinion which varies. The mid-western institutions are definitely more strict on the matter of liquor regulations. The Chairman has not found a more liberal attitude on the subject of drinking than that at Mr. Jefferson's University of Virginia. Certainly, no regulations would fit all sections or all institutions.

Dave Embury, the National Interfraternity Chairman, said that the national fraternities will stand behind the individual institution and its regulations on the drinking problem.

Second hand comments were made on the experience of Wisconsin, Harvard and Cornell in selling beer on their campuses. It was reported that the experience of these institutions indicated that less drinking of hard liquor resulted because of selling beer in this manner.

The question was asked but not answered, as to how the sale to minors or to students under age could be controlled. There was an exchange of opinion on whether or not removing restrictions placed the stamp of public approval on drinking. One said that with restrictions off, social pressure would cause more to drink. The other said that social pressure would be brought to bear to get the students together elsewhere to drink if the restrictions remained. The majority of institutions with restrictions placed the offending student on probation, or on some kind of warning, suspending or dismissing him in case of another offense. A few institutions suspend or dismiss on the first offense, in case of conspicuous drunkenness.

The subject of drinking at football games brought forth one new practice, that of having 28 Pinkerton detective agency representatives separately stationed in the stands. The general practice is to have this problem handled by the police, either local or state. The ideal to work toward is to get the students to accept responsibility for this problem, both as to regulations and their enforcement. In any event, leadership must be provided. We cannot afford to take a laissez-faire attitude. We must not destroy or abandon regulations merely because they are unpopular or because enforcement is difficult.

If changes are made, they should be made with complete knowledge of all the facts involved and the consequences now and later should be carefully evaluated. Changes should be constructive and for better conditions. The general over-all impression or opinion is that there has been an increase in cases of cheating and stealing. Naturally, this varied from institution to institution. The principle

discipline cases are related to these two, plus drinking with occasionally sex difficulties. The majority of discipline problems seem to be connected with drinking. No information was obtained on the question of what new penalties had worked successfully.

There are varying penalties used now, as heretofore. If the offense is serious enough, the student may be expelled. For a less serious offense, he may be suspended; and for still less serious offenses he may be put on probation. In some cases there is a loss of privileges, such as that of representing the institution on student activities. One institution has an interesting variation of this practice. In case the student penalized is not going out for some activity, he is then compelled to go out for some. (Laughter)

The penalties are imposed by the Deans alone, by student councils alone, by faculty committees and by joint faculty-student committees. No conclusion was reached as to which is the better or the preferred system.

It was obvious that considerable thought and time is given to each individual case. The old question of whether or not the Dean of Men or the Dean of Students should be the disciplinary officer arose again, like "Banquo's ghost." One group felt this function would brand the office as somewhat of a police job entirely, and that the students would be reluctant to come to the office of their own accord. This group felt that discipline interfered with other positive or constructive functions, such as counseling, general student relationships and the like.

Another group took the position that the Dean of Men or the Dean of Students should have the disciplinary function along with other functions. It felt that the relationship was very much like the parental one. A good parent disciplines his child, but he also rewards the child, provides for his necessities and his luxuries, grants privileges and does much that is positive and constructive, which reduces the amount of negative action or punitive discipline which is necessary.

If the Dean exercises the discipline function, he must have a deserved reputation for fairness, for patience, for sympathy and understanding. The students generally will know they will get a fair deal. This means that the Dean must be absolutely sure of his decisions, and that he must conduct himself like Caesar's wife, above suspicion. And by all means, he must have many other positive and constructive functions to avoid the fatal results of being a disciplinary officer alone.

There was no disagreement whatever that no Dean should devote all of his time to the job of discipline, of imposing penalties of all kinds, of having to be the "No" man for the entire institution.

Four institutions represented in Section one have honor systems. The statement was made and not questioned that an honor system

must have the support of an overwhelming majority of the students or it should not be attempted. There is a long and strong tradition behind the honor system now in successful operation.

Conclusions: It was generally agreed, 1. The drinking problem is very real. Methods of coping with the problem are undergoing scrutiny and change, and no institution is ready to announce a complete solution to this problem.

2. Disciplinary problems may have increased in number and have certainly changed in nature, due, most apparently, to increased numbers and to the loss of individual feeling of responsibility to the group.

3. No institution is really well satisfied with its method of handling discipline. No new penalties have been devised, and all are seriously trying to meet the problem on individual campuses.

4. The matter of whether or not the Dean administers or participates in the administration of discipline continues to vary with each individual campus.

5. Now is not the propitious time to attempt to start an honor system unless the student demand is nearly unanimous in favor of it. (Applause)

PRESIDENT NOWOTNY: We have fifteen minutes for discussion of this summary. "Foots," take over for about fifteen minutes.

... Dean Newman assumed the Chair ...

DEAN NEIL WARREN (University of So. Calif.): You quoted second hand information with regard to the experience of Wisconsin, Cornell and Harvard on the serving of beer and its effects. I wonder if perhaps we can get some first hand information today.

CHAIRMAN NEWMAN: We had no representatives of those institutions present there, but we should have here.

COUNSELLOR FRANK C. BALDWIN (Cornell University): Speaking for Cornell, they decided three or four years ago that they would serve beer in the Union; and after three-thirty in the afternoon they could serve it and it keeps a lot of the students up there on the hill, and they seem to behave in gentlemanly fashion. We have not had any difficulty with it at all. As a matter of fact, we have had all sorts of good comments about it, and everything seems to be under control as far as we have been able to see. We have not had any disciplinary problems in the Union at all from the use of beer in the Union.

DEAN E. E. WIEMAN (University of Maine): How late?

COUNSELOR BALDWIN: The Union usually closes about twelve o'clock.

DEAN C. WOODY THOMPSON (University of Iowa): I would like to ask a question about what the community attitude is, not only in Ithaca but in the surrounding territory, about serving beer in the Union.

COUNSELOR BALDWIN: There is no reaction as far as I have been able to see. No complaint about it at all.

DIRECTOR TRUMP: I have a suspicion that what was called the second hand report from Wisconsin could probably be very well taken as a first hand report. The rathskeller in our Union was formerly a men's hideout. We have not preserved the sanctities of the Union for men there as you have here. (Laughter) It is a very common experience to find more women in the rathskeller than men, and they drink beer with the men.

So far as any observation that I have made, or any communications that have come to me are concerned, the practice has been very satisfactory. The drinking is orderly. We have a few scattered criticisms from individuals, but I think the community has generally accepted it. The Union closes at ten-thirty, normally.

In terms of the general problem on the campus, I think it is certainly true that there is less hard liquor consumed. Usually it is beer. It gets a little tiresome to see individual students taken up by the police on drunkenness charges, and tell you that they have had a couple of beers. A couple of beers is a pretty flexible unit, apparently. (Laughter) I don't see any basis on which we would say that it has not worked at Wisconsin.

DEAN WIEMAN: When do you start serving?

DIRECTOR TRUMP: Whenever the rathskeller opens. It opens in the morning.

DEAN WIEMAN: All day?

DIRECTOR TRUMP: Yes.

CHAIRMAN NEWMAN: If no one has a question, I would like to call on Fred Turner to describe his new Security Officer, and let him explain that.

SERETARY TURNER: "Foots," there is not much to tell, because the thing has only been in operation about a month, and we don't know yet whether it is going to work or not, but we are encouraged after a month's experience with it. We recommended to the administration last fall, the appointment of a new officer called, in the original letter, for want of a better title, a Security Officer; and the purpose of this officer was to pay a good deal of attention particularly to safety and theft prevention and that sort of thing out in our Veterans' Villages. Well, very quickly, the proposal was approved as far as the President's office was con-

cerned and we eventually were able to secure a man to take over this job, and we just left this title of Security Officer on it.

His charter in general is that he is to work in all fields of safety, accident and crime prevention, liaison between the local law enforcing officers, and preventative work. That was the work the president was particularly interested in. If we could do anything to try to prevent these things before we came to discipline, that is the thing we hoped to do with this officer. We had in mind a young alumnus in the University who had been a sergeant in the army intelligence who had done considerable investigating work, and we put him on the job. To date, he has maintained the complete confidence of the students and the faculty are more suspicious of him than the students are. (Laughter)

We don't know how it is going to work. We think it is going to be satisfactory. He is serving at the present time as the Secretary without vote for the committee on discipline, which is a University Senate Committee. He does the investigating for them. He does the record work; he does the interviewing with the students, and he, apparently, is clever enough to do it and keep the student's entire confidence. And the students who have been bounced are his friends where they are not other people's friends even after they have been given the air. We think we have something. I don't know whether it is going to work or not. I will be glad to tell you about that a year from now.

DEAN THOMPSON (University of Iowa): Is he part of your office?

SECRETARY TURNER: He is on my budget. He has no office yet. Unfortunately, we have troubles of space and he shares a desk in the reception room with two other people, as they can get together on that desk. We have an office promised for him, which we hope to get this summer.

DEAN THEODORE W. BIDDLE (University of Pittsburgh): Do the campus police report to him?

SECRETARY TURNER: The campus police do not report to him as far responsibility goes, but they send all their reports through his hands, and his connection is with local law enforcing officers—that is the two towns. We lie between a couple of towns, and the county officers and the city officers are old friends of his from army days, and he wanders in and out of the jails and the various law enforcing offices at will, and with complete abandon and complete friendship. So, that is a good thing. In fact, I think that may turn out to be one of the greatest advantages because the policemen, particularly, have not been too happy about just working with anybody at the University. They don't hesitate at all to call him day or night on anything that comes up, and already there have been two pretty vicious cases where they have called him and

said, "Come here quick, Joe; we have something hot and we need your help."

It has done one thing for us. It has saved some rather unfortunate publicity by having Joe there ready to call. That is all part of this whole picture. I don't know whether it is going to work or not, but I believe it is going to work. It looks good up to the present time. I hoped to have the man here because I know he would benefit from this meeting, and he could have talked for himself.

COUNSELLOR BALDWIN: We have a similar man at Cornell who seems to be Johnny on the spot. He seems to be right there. If they come down to paint the campus up, he is there at two-thirty in the morning. He also has a liaison with the police department. He is a former member of the New York State Police force, and he in turn has liaison. He visits the police station every morning, and if necessary gets the boys lined up so we keep the publicity down.

He also is on call day or night, and I can assure you it will work out, because he works with our office as well as with the campus patrol, and he has done a great deal to keep the disciplinary problem down, and as a matter of fact, once in a while the rumor gets around, "This week-end we hear Proctor Manning is going to visit the fraternity houses." And they have asked him to serve as an advisor, more or less—if they have trouble with somebody busting into a party, all they do is call Proctor to come around to settle the situation. He also handles troubles with the rooming house situation. If the student is put out on a porch somewhere and has no heat to study by, they come up and complain. Quite often they come up to our office and we turn it over to him and he investigates the whole proposition, and in many cases he straightens the thing out with the landlord or landlady, and if it comes to a showdown, we bring it up before a faculty committee or a group of three of us to decide the particular problem. But he goes around and visits the various places and obviously is a great asset to the University.

He works out of the President's office, but we work together on various problems. He is right there to get all the information.

SECRETARY TURNER: What has been the student reaction toward this man?

COUNSELOR BALDWIN: Very good. They respect him and like him.

SECRETARY TURNER: In other words, it is his personality that enables him to keep their confidence and do the job.

DIRECTOR PAUL MacMINN (University of Oklahoma): We have the same thing at the University of Oklahoma. We call him a Safety Officer. As far as working is concerned, it works there very well. He is one of the most popular men on the campus.

That is in spite of the fact that Oklahoma's constitution is dry, and occasionally he does have to pour the liquor out. That could make him not too popular. (Laughter)

We use him on our house inspection of approved houses. We have worked up a check list, and he goes out and inspects the houses on the basis of the list we have worked up, and the facts we want him to check.

CHAIRMAN NEWMAN: Before we bring this to a close, Tom King was the very efficient Secretary of this group, and after the meeting was all over, he told us of his police system at Michigan State. I wonder if you will take a short word and tell us that.

COUNSELOR TOM KING (Michigan State College): We are perhaps in a little different position than any of you, unless it would be Washington State College, in that we have at Michigan State College, a Department of Police Administration. Our security and traffic problems are handled by the instructors in the department. I happen to be the head of that department, and I have as an assistant one of our graduates, who is doing most of the work. They set up and route all of the traffic and all of the student permits are handled through Professor Brandstetter, who has had police experience and is now handling this on our campus. We are a combined police force between East Lansing and the College, and each of us share the cost of the police department in that way. We have a campus police department in charge of another one of our police administration graduates, and all of the work is done through them.

We have an investigative officer who investigates all of the reports of anything that may happen on the campus; prepares the case, and then brings it to the proper individual who in most instances and practically all instances would be Dean Crowe. But those come in fully prepared with all of the facts and all of those are reported to him.

We also get reports from the Lansing Police Department on our individuals who happen to be picked up down there, and we get a full report on that also. I think I picked up an idea in this business of inspections. We have not used that. I think it is a good idea.

CHAIRMAN NEWMAN: You may answer some of your personnel problems if you want to have that sort of man on your campus. Just write him for the staff or the man and he will furnish you with that. "Shorty" is stepping on my feet up here now, so cut it short.

DEAN NEIDLINGER: We had a lot of trouble in trying to find something else to call him besides policeman or proctor. We hit on a happy solution. We call it the Campus Watch, which has a good old New England connotation. The men are watchmen, and

it has been a nice change. You don't speak of them as policemen any more.

CHAIRMAN NEWMAN: Although "Shorty" is nudging me here, I wonder if I couldn't override him with the backing of this group, and ask Dean Gauss if he would not comment on this general problem in some way, or ask him first if he has anything he would like to say; and if he does, to please do so.

DEAN GAUSS: Well, Mr. Chairman, I had not expected to say anything, and nothing I have heard has surprised me very much. The problems that you are dealing with are pretty much the same problems that we have always dealt with, and I don't know that I have any easy solution in this particular problem that you have discussed last. We call our campus policemen, under the university auspices, proctors, but that has been done for years and years, and they are pretty much the type of men that your security officers have been, and I think the whole key to that problem is the character of the man. If you have the right type of man, he can turn out the liquor of undergraduates and things of that sort without arousing enmity.

Now, the question of whether the Dean's office should take care of discipline or not, I realize the difficulties involved if you are also in charge, as most of you are, and as we older Deans were; but I really think discipline ought to be headed up in the Dean's office. I think the Dean of Men or the Dean of Students should be in charge of all contacts, personal contacts with the undergraduates, and if you cut off discipline, you are cutting off one of the important functions of the Dean.

I know it is difficult, but I think there again you have simply to be as fair as you know how, and I think whether you leave it in the office or move it out, the problem follows you, and I don't think you solve it when you move it out of the Dean's office. I should be against, in my own institution, any move to remove discipline from the office.

So our discipline is conducted by a joint committee of faculty and undergraduates, and the undergraduates have equal power with the faculty members. The Dean is in the awkward position, that if the undergraduate wing and the faculty wing of his committee disagree, he has to make the decision; and where you have that situation, the wise thing to do is to prevent that division coming up in the handling of cases. (Laughter)

I only had three, in the course of nearly twenty years, Gentlemen, in which I had to make a decision. That means you have to do an awful lot of talking and persuading before you can decide a question. It is a very cumbersome way of administering discipline, but I think, in the long run, it is the best way.

Thank you.

CHAIRMAN NEWMAN: Thank you, Dean Gauss. That is all, "Shorty."

...President Nowotny resumed the Chair ...

PRESIDENT NOWOTNY: Thank you, "Foots." You did a good job.

Section two, which is the last section report this morning, on "Student Government and Similar Topics," Dean Newhouse, University of Washington.

DEAN NEWHOUSE: First of all, a word of commendation to the Secretary of this section, W. C. Harper of the University of Nebraska, who managed to listen to everyone and get everything down—even what the Chairman had to say. Some of his transcriptions of my own comments were quite a surprise to me, and I found myself in something of the same situation as my young son, about a year ago, when he was nine years old. Peter and I have a pattern of having breakfast alone on Sunday morning. The women of the family are unable to get up. Peter has also a pattern of seeing a western movie every Saturday afternoon. And in our formula on Sunday morning, he tells the story of this western movie that he saw in a simply impossible monotone, with no interest whatsoever in it anywhere. He has learned to accept the fact that I can go ahead and read the paper while he tells it, and just give him an occasional grunt to indicate that I recognize his presence.

Well, this one Sunday morning, as he was droning on without any dramatics whatsoever, something he said caught my attention, and I looked up at him and said, "What did you say, Peter?" And he looked at me startled and said, "Why I don't know, weren't you listening either?" (Laughter).

Thank you, Dean Harper, for listening, (laughter) and saving me the trouble.

Section two found out yesterday that student government is not a simple topic to discuss, even with such a springboard as Dean Gauss gave us yesterday morning. The Chairman directed the discussion to consideration of the principles with which the Dean of Students or Director of Students Affairs or Dean of Men works, with student governing bodies, organizations, fraternities and activities.

It was generally agreed, after lengthy discussion, that authority vested in student self-government is a delegation of the authority vested in the Board of Regents; that the body which grants the authority may withdraw it again, and that it is important to responsible student government that all students understand clearly their governing body's responsibilities and the limits upon those responsibilities.

There was no such unanimity in defining the area of student governing responsibility. Custom and practice seems to vary widely

from campus to campus. That there is an area of student government responsibility, subject to reluctant administrative veto, could be agreed upon. Students might participate in policy determination in other areas also, but usually were only an advisory function.

Opinion regarding the use of the administrative veto varied somewhat. The question of whether the President can legitimately delegate his veto power to a Dean of Students or to a joint faculty-student committee was raised but not settled.

The question of what role is played by the Dean of Students or Director of Student Affairs, as the person with responsibilities to both the administration and to the students crops up quite naturally at this point. It is seen that the necessity of repeated presidential vetoes is an indication of failure of this official. He is seen as an adviser or a coach to the student council, even when the council may be differing with the administration. This function depends primarily upon his ability to maintain good faith, not his political skill, with both the students and the administration. He might, in good faith, actually give advice to student leaders, when the President has vetoed their decision. He might advise them that it now appears that the President has withdrawn the delegation of authority in that area, and that the student council should inform the President that it has returned all the attendant responsibility to him.

If the Dean does not like such a prospect, it is his responsibility to establish with his President that vetoes are an undesirable, last resort, never to be undertaken hastily; and also, to work, to make the decisions of the student council so competent that no veto will be justifiable.

Deans and Directors do not agree upon the competence of student governing bodies to handle the intricate problems of public relations. About half of them feel that students, while fallible, are just about as competent in handling public relations as are administrative officials. Some feel that the student leaders should not be allowed to evade the responsibility of maintaining student-faculty-community good-will and approval; that public relations is a part of the total responsibility of community leadership and government, and is vital in the educational process.

The members found no great significance in the fact that only a minority of students vote to elect student body officials. A proponent of the Hare system of balloting found the Deans a trifle slow to comprehend. The most effective stimulus to interest in student government was determined as genuine authority, power, responsibility, vested in the governing body. The lending of the prestige of faculty members and administrative officers was seen as helpful, but not a substitute for genuine autonomy and real power.

In the closing minutes of the session, no agreement was reached on the ever present problem of remuneration for certain positions in activities. It was found that about two-thirds of the institutions

represented, 29 in number, paid publications managers. Ten institutions remunerated some other student positions.

I should like here to offer a principle to govern remuneration of certain student activities positions, even though time did not permit me to do so in the section meeting yesterday. This principle was formulated some years ago by a student council itself. It is this: Duplication in remuneration is not permitted. If a student derives prestige and honor from his position he may not be remunerated again in money. If he receives academic credit for his work, he may not receive awards of honor.

In conclusion, all Deans appear to see student government as a permanent and important part of college and university administration. Not all Deans appear to see it as a vital educational program. Some of us do not really know what we think, ourselves, or what our students or faculties or our administrations and our citizenry will tolerate or actually support in the way of an educational program in student self-determination. It appears that it is our duty to find out; then, and only then are we ready to work with student government, either as an administrative expedient, as a playground for children, or as a realistic, democratic community.

It would appear that this decision is important and perhaps crucial. Thank you. (Applause)

PRESIDENT NOWOTNY: We have fifteen minutes for questions.

DEAN BEATY: I would like to ask Dean Newhouse to explain more in detail your formula for remuneration.

DEAN NEWHOUSE: Is that of interest to quite a number or not? The question was to explain a little further this principle governing remuneration of certain activities. I think the most important point is that the students themselves seem to understand it in terms of what is practical motivation to inspire a person to be a candidate for a particular position. If he wishes to be business manager of the daily paper, or the annual, the chances are he wishes to to such a slight extent, that he needs to be remunerated to get him to take the position. However, you do not need to remunerate, they would say, persons to take the position of student body president, perhaps editor of the daily, of the senior manager in athletics and so on.

Now, they look on honor and prestige there as one form of remuneration. They look on academic credit as another form of remuneration. They look on money as a third form, and generally try to see that they are not duplicated.

Any further questions?

DEAN NEWMAN: You say "They do" or "They should do that"?

DEAN NEWHOUSE: They do do that.

DEAN BEATY: I agree with your principle there, but I have had a hard time convincing the students that I am right.

DEAN NEWHOUSE: That rather surprises me, because they had a hard time convincing our faculty and administrative officers of that.

DEAN WRAY H. CONGDON (Lehigh University): A school in which there is no remuneration, the students who have to work to support themselves are eliminated from the possibility of going out for such positions. Although they have talent and interest and ability for such positions they are eliminated, whereas, if there is some remuneration, they would not be excluded from that competition.

DEAN NEWHOUSE: Our students who need to earn part of their expenses are excluded or discouraged from student activities because it deprives them of the time to do their part-time work, and if there were remuneration, might they be given an opportunity in this educational program? Is that the question?

DEAN CONGDON: Yes.

DEAN NEWHOUSE: Anybody have any suggestions on that? It appears to me that it is inevitably true.

DIRECTOR THERON A. JOHNSON (University of Minnesota): It seems that one of the factors which might be considered in the use of scholarship loan funds would be that the individual who should, for reasons of personal development, or could, through abilities to contribute, participate in student activities, and since that would take his time in not being able to earn money on the side, that scholarship and loan funds be provided. That could then take the place of remuneration in many cases.

DEAN NEWHOUSE: Have you gotten anywhere with your faculty on that?

DIRECTOR JOHNSON: We use it.

VOICE: Do you use the same principle for athletics?

DIRECTOR JOHNSON: No comment. (Laughter)

DEAN NEWHOUSE: We benefit by the cooperation of the manager of our employment office, who periodically gets jobs that are especially desirable, and he informs us of that fact, so that a needy student who is an effective leader can have a chance at those jobs. I would hate to have to justify that to the entire student body, however.

Are there any further questions?

DEAN DARYL CHASE (Utah State Ag. College): I am inter-

ested in knowing whether or not it is a general practice to have the Board of Trustees approve these student body constitutions before they become effective, or whether they become effective as soon as the students themselves accept them?

DEAN NEWHOUSE: Does a student body constitution have to be approved by the Board of Trustees to become effective? How many would say "yes" in their institutions? I would guess there are approximately 20 or 25 hands up. How many would say "no"? About 25 or 30 hands.

Of those who said, "no," does it have to be approved by the President or any official body or person other than the student council itself? How many would say "yes" of those who raised their hands to "no" before? Most of them, I think, or practically all of them are up. I presume then, it is the President or the faculty which does the approving.

DEAN CONGDON: The faculty-student committee.

DEAN NEWHOUSE: Would this faculty-student committee have the authority to do it without securing that authority from the President or the Board of Trustees?

DEAN CONGDON: It is delegated to the Committee by the faculty.

DEAN BEATY: I would like to ask this question, as a matter of information—a show of hands of how many institutions have had the student government, the honor system form of student government in holding examinations and so forth, and have discarded it since the war.

DEAN NEWHOUSE: How many institutions which had the honor system under their student government system up until the end of the war have discarded it since that time?

... One member raised his hand ...

DEAN NEWHOUSE: Maybe we should ask how many who have had it have been able to continue it as of the time of their departure for this conference.

... Nine members raised their hands ...

DIRECTOR JOHNSON: I might add that one of the colleges, the college of Agriculture, Forestry, and Home Economics which is separated one mile from the main campus, has had an honor system for a number of years. There is a direct ratio between the success of the operation of the system and the induction of new members into it. I think Price made the same observation some years ago.

DEAN BIDDLE: Year after year, we have been doing a lot of talking about this matter of remuneration for student activities. I think some institutions have been trying to move in a direction of

eliminating such remuneration, and as we at Pittsburgh have been trying to move in that direction, we are handicapped by the fact that many other institutions remunerate their student leaders, etc., etc.

To my knowledge, this group has never stated its position, or what it thinks to be a sound policy. Now, I think some of us who are moving in the direction of eliminating salaries, might be strengthened if this group would express itself—that is, should it care to—as being opposed to this matter of remuneration for student activity leadership.

Now if that is in order, Dean Nowotny, I would like to ask what our opinion is. I would like to know, not what we do, but rather, what our convictions are.

DEAN NEWHOUSE: How many would favor elimination of remuneration for any position in student activities? We will eliminate athletics from this rather than get involved. How many would favor the elimination of financial remuneration in any student activity position? Will you raise your hands, please?

...Twenty-five members raised their hands...

DEAN NEWHOUSE: How many would be opposed to eliminating it?

...Forty members raised their hands...

DEAN NEWHOUSE: It looks to me like we are a long ways from a resolution, Biddle.

DEAN HUBBELL: I think you will find a lot of the people on the 40 are only paying a few, and some of us on the other side would be perfectly willing to pay those few.

DEAN NEWHOUSE: It would seem to me that we seem to have an issue that needs further discussion at future times.

DEAN R. MALCOLM GUESS (University of Mississippi): I have a question relating, I think, to student government. Where students serve on faculty committees with faculty rank, how are they usually placed on the committee? What is the process of the institution?

DEAN NEWHOUSE: Where students serve with faculty members on a joint student-faculty committee, and —. What is this “with faculty rank” business?

DEAN GUESS: They are serving on a faculty committee, not a committee set up by students and faculty; but students serving on faculty committees with faculty privileges, you might say.

DEAN NEWHOUSE: If a student serves on a faculty committee, how is he selected to serve on that committee? Any answers?

...Cries of “Student council and board of control”...

DEAN LOUIS H. DIRKS (DePauw University): The student government makes recommendations of a certain list for the position, out of which the President selects the number; but it is a recommended list, larger than the number actually selected.

DEAN NEWHOUSE: Any other comments? I think our time is up.

DEAN HURFORD E. STONE (U. C. Berkeley): Is there any institution here which invites students to participate in curriculum construction?

DEAN NEWHOUSE: Is there any institution which invites students to participate in curriculum construction?

...Twelve members raised their hands...

DEAN NEWHOUSE: Twelve. All right. Thank you. (Applause)

PRESIDENT NOWOTNY: We are adjourned.

...The meeting adjourned at twelve o'clock...

FRIDAY AFTERNOON SESSION

May 2, 1947

The meeting reconvened at two-ten o'clock, President Nowotny, presiding.

PRESIDENT NOWOTNY: The meeting will please come to order.

At this time we will have a few words from Dave Embury, Chairman of the National Interfraternity Conference.

MR. DAVID A. EMBURY (Chairman, Nat. Interfraternity Conference): I told "Shorty" sometime during the course of the proceedings to be sure to put in a plug for the annual session of the Interfraternity Conference next November, which will be the Friday and Saturday after Thanksgiving.

Last year, in spite of what Fred said, he was counting only Deans, but we had a total of 95 presidents and deans at the session last November. I am going to feel awfully bad if we don't break the 100 mark this year.

So you are all very cordially invited and I hope all of you can arrange to come.

PRESIDENT NOWOTNY: Now we have an hour and a half to cover seven groups. What is the arithmetic on that? That makes it about fifteen minutes each.

Section 3 is the report of the meeting on Administrative Problems, by Vic Spathelf, Director of Student Affairs at Wayne University. Will you take over, Sir.

DIRECTOR VICTOR F. SPATHELF (Wayne University): There were about 20 to 22 people in this group throughout the period of its session.

One of the wholesome characteristics of meetings such as we are attending is the phenomenon that, since we all are away from home, we constitute ourselves as experts and console ourselves with how Deans of Students' programs should be run, not only at our institution but to others as well. In this regard, section three reports a high degree of proficiency.

Considerable discussion evolved around the status of organization for Deans of Students work or Student Personnel work on the several campuses represented. A thorough exchange of information revealed a number of generalizations which can be reported at this time.

Practically all institutions represented in the group are now, and have been for some time, in the state of transition pointing towards a greater centralization of Student Personnel functions. There is

much variance in the form of this centralization, depending upon the type of institution, the peculiarities and traditions of institution administrative organization, and the variance in title descriptions of the tasks to be accomplished. It is apparent that vestigial organizational remnants of decentralization still clutter up organizational charts of most offices represented, and perhaps will for some time to come. Chief deterrents from complete reorganization seem to be an inertia on administrative analysis, or the conflict of strong personalities who have become "institutions within an institution." It is significant to report that there is apparent complete agreement on the part of those present in the group that it is desirable that those student services concerns of an institution, non-academic in nature and not strictly related to the business functions of the university, be assigned to a Dean of Students office or a Student Personnel office. There is, however, evident the realization that as this centralization occurs the Dean of Students becomes more and more primarily an executive or administrative officer, and less and less, depending upon the size of the institution, primarily a counseling officer. In this regard it is pointed out that, as this characteristic grows, it becomes more important for the Dean of Students to seek out in every way feasible opportunities for student contact with as many students as possible, so that he does not become too far removed from the pulse of the student body.

Some differences in opinion were noted in the discussion as to the appropriateness of including certain functions in the problems of the Dean of Students' office or the Student Personnel office. These include: (1) the registrar functions, including the strictly record-keeping functions; (2) the Admissions Office functions; (3) the inclusion of inter-collegiate athletics as part of the Student Activities program. There seems to be an awareness that, especially on the matter of record-keeping and admissions, these functions are largely academic service functions commanding an inordinate amount of time and, with the present strain of enrollment, seems to be an area sizable enough in itself to command the services of a separate administrative official, perhaps reporting to an educational vice-president.

Concern was expressed by the group for three inherent dangers in our present state of evolving Deans of Students organizations and Student Personnel organizations: (1) that the thinking of the so-called "professionals in the field" should not be so far ahead of the parade that, in effect, it finds itself too far ahead of institutional thinking; (2) that any program of this nature must be "owned" by both the student body and the faculty in a very real sense through their participation; (3) that as organizations become more complex, the administrative emphasis of Deans of Students needs to be firmly directed toward a constant integration and coordination of services.

On the question of the relationship of the Dean of Students to the rest of the university organization, it was apparent that approxi-

mately one-half of the deans represented reported directly to the president of the institution, either in the capacity similar to vice-presidential status, or status of a major executive officer of the university. Approximately one-half of the remainder are directly responsible to the president for only a part of their functions, and the remainder report to the president through another executive officer of the university. There seems to be general agreement that the status of the Dean of Students should be one of major executive responsibility, and recognized as such, to implement the effectiveness of the program he is identified with.

A strangely familiar question appeared in the group phrased about as follows: "What is the place of the Dean of Women, if any, on the campus?" Approximately one-half of the institutions represented have dropped the title, "Dean of Women," and in so doing have also dissolved the traditional area of her responsibility. Of those institutions still using the title and having a defined area of responsibility, about one-half of the institutions have the Dean of Women in an administrative relationship reporting to the Dean of Students. In the other institutions, she reported directly to the president. It was the feeling of the group that the parallel titles of Dean of Men and Dean of Women suggest a division of function which is generally misleading. Problems affecting men or women more frequently affect both. There was seeming agreement that a basic philosophic and organizational conflict existed when "the Dean of Students concept" was distorted by a sharp organizational division of the student body on the basis of sex. There seemed to be general agreement that sound practice identified staff members with specific functions, rather than the traditional area titles of Dean of Men and Dean of Women. Specific administrative assignments on a functional basis would, of course, recognize the special and peculiar needs of both men and women in any campus situation.

Considerable discussion related to the training of new staff members in subordinate positions in the Dean of Students' organization. It was felt that establishment of specialized graduate courses and greater use of those now existing would provide a valuable source of assistants within the institution. A minority of the institutions have established training programs of their own for new assistants. The most common practice among that group seems to be the establishment of staff seminars, bringing in consultants.

There was a feeling that there is too much provincialism in using graduates of the institution where they are employed to the detriment of providing a rich background of other institutional practices. Were it feasible, it was felt that an exchange of staff assistants between institutions would be desirable. Because of the dearth of trained people, the primary and, for the most part, sole criterion, for selection of assistants seems to be on a personality base. The element of in-service training becomes critical. It was the feeling of the group that this Association could be of real help by establishing

a session in the early fall for new assistants, wherein, in a short session of two or three days, they could have the experience of meeting several in the profession who could offer an orientation and indoctrination to this particular personnel field which would be of value both to the individual and to the institution concerned.

In closing, I wish to pay tribute to the capable services of Dean Phil Sherman who did a very able job of collecting and consolidating this information which I have reported to you. (Applause)

PRESIDENT NOWOTNY: Do you have some questions to ask Vic? It looks like we have covered everything.

DEAN R. C. BEATY (University of Florida): I have some concern about what he had to say where you have a Dean of Students, Dean of Men and Dean of Women, as to their functions. It looks to me like it is kind of an analogous function. Suppose you have a student body equally divided men and women. Why is it the men do not have a specific function with men and the Dean of Women a specific function with women?

DIRECTOR SPATHELF: I think the feeling and discussion in the group related to the fact that here, very evidently, we were seeing a very discernible trend which was growing for the centralization of function, which made no differentiation on the basis of men and women organizationally, that we were in reality, talking about student life on a campus, and the concerns of both men and women in a real, living situation; and that the traditional areas which sharply defined and sharply separated the interests of men and women, were in reality, legislating against the concept of unifying an approach on student life, as such.

SECRETARY TURNER: Vic, can you go a little farther on the thought of a training school in the fall.

DIRECTOR SPATHELF: As you know, we have talked about it before. There has been the general feeling that this kind of a session which we have held annually in May, has been especially helpful to new members of our staffs in the several institutions who have attended this meeting, and it has given them a feeling, and an appreciation of the wider concerns of this total field of work, as probably no other single kind of experience which the institution can offer them; and certainly the experience of sitting down and talking with a number of people who are day-to-day faced with real problems is a very great part of that experience.

However, it has also been indicated that our major staff changes very frequently occur between now and September, as enrollment pictures become clearer, or as vacancies occur, and in reality, some of these new people come to us in the fall, not having had this kind of experience, to the extent that it has been felt that perhaps if this Association could set up the mechanics whereby perhaps half

a dozen of our membership who are uniquely qualified to do a comprehensive job of talking about the field, could meet in an across-the-table situation, with some of these new people, that there might be a very real benefit from that kind of thing. I personally indicated as well, that as far as my institution is concerned, it would be worth real money to me, to the extent that I would be glad to pay fifty or one hundred dollars to send such a person, beyond his travel expenses, to make such a meeting possible.

I think it pays that kind of dividends as far as the person's effectiveness in the program throughout the year is concerned.

DEAN R. E. MANCHESTER (Kent State University): How many people here are Deans of Men, and how many are Deans of Students; and if all Deans of Men have ambitions to become Deans of Students, are we going to then appoint or reappoint new people to be Deans of Men? That is, is this organization going to be an organization of Deans of Men or Deans of Students?

DIRECTOR SPATHELF: I think that is a good question that has been raised many times, because I think if we wished to take the time —. Gardner, Turner says you are the expert on that particular subject.

DEAN D. H. GARDNER (University of Akron): I am an expert on all subjects. (Laughter) 35 per cent of the people on this list are what I would call Deans of Students. This is the list passed out this morning. I sat over here and checked it, if that is of any help. There were apparently 35 per cent.

DIRECTOR SPATHELF: Any further breakdown of the list?

DEAN GARDNER: By what?

DIRECTOR SPATHELF: By any other titles.

DEAN GARDNER: Yes. There are 60 men on here who flunky, apparently, for other people. (Laughter) Some of them have elaborate titles, but knowing the local set-up, we know this function is getting low salaries but high titles. (Laughter)

DIRECTOR SPATHELF: I think one of the real concerns that has confronted a number of us as we have talked in all kinds of sessions here in this group, has been the fact that obviously the program of this group is reflecting the same kind of change in problems as our actual operation from day to day is. There is certainly a diffusion from the original concept that is indicated here by our title on our organization and the programs we promote. What the answer is, I certainly don't know.

DEAN E. E. WIEMAN (University of Maine): I am intrigued with the idea suggested of providing some kind of training for personnel going into this field. I am wondering if any institution has explored the possibility of including in their summer sessions

some short courses of that nature. We have summer session courses for almost everything else. Has anyone considered some session of courses in personnel training for our work in the office of Dean of Men?

DIRECTOR SPATHELF: Can we have a show of hands here on what institutions are carrying on programs perhaps similar to the kind that Eunice Hilton is carrying on at Syracuse for women? Is there a show of hands that would answer Tad's question? Evidently, Tad, there is no indication that any institution is doing precisely that kind of thing.

DIRECTOR GEORGE E. DAVIS (Purdue University): Could we have a show of hands of those who would be interested in having a training school such as you have indicated?

DIRECTOR SPATHELF: How many people would be interested in such a training session? Will you show your hands? That is just to send people to it. (32 raised their hands)

DIRECTOR DAVIS: The University of Maine has indicated they are off center. Purdue would be interested to entertain such a school, if you would like to furnish us the experts for the instructional program or whatever you want to call it.

DIRECTOR SPATHELF: That is one for you, I guess, Mr. President.

DEAN J. A. PARK (Ohio State University): Might I suggest as an alternate, the possibility of sending the men for whom you desire that training, to three or four centers where you think they know what the score is. It seems to me that would require much less preparation and be a good deal more practical.

DEAN HURFORD E. STONE (U. C. Berkeley): I want to suggest that I agree entirely with the idea of summer session courses and professional training, in-service training and so forth, but I have an old-fashioned idea that there is no better way to train the young man than just to dump a job in his lap and walk off and let him sweat about it. I think all too often we do the very thing Gardner referred to—we make our young assistants flunkies to us, and not real colleagues. I believe myself in the colleague system and training a man to do a job by letting him do it. I saw too much real proficiency acquired in the Navy within a short period of time, to think that it takes twenty or twenty-five years to become a good Dean.

DIRECTOR SPATHELF: I think one of the things that ought to be made clear is that the original concept on this probably grew out of such meetings as we have had in Chicago related to some of the higher education meetings or NEA meetings. The idea was that perhaps if some centralized location like that could be had, we

could have just an informal kind of round-table discussion, that we seem to do very well at all of these meetings, and that that would serve as a medium for the exchange of ideas in a rather short time which might be helpful.

ASSISTANT DEAN DANIEL A. DeMARINO (Pa. State College): Do we have any material on hand now that would be available for these young men if they are interested, so they would get an insight into the field?

DIRECTOR SPATHELF: The question has been raised if we have any printed material or resource material which would serve to be a body of background for information on this kind of work.

MR. CARL W. KNOX (Supervisor of Temporary Housing, University of Illinois): Your 1936 meeting of this Association, I believe, was rather a complete analysis of the trends of duties and obligations of the representatives who were included in the National Association of Deans and Advisers of Men. It seems that this conversation here is tending toward a request or an urgency that something similar take place in the near future.

DIRECTOR SPATHELF: Any other comments?

PRESIDENT NOWOTNY: Thank you. You have done a good job. (Applause)

Next is Section 4, on "Counseling" with Dean M. D. Helser, Iowa State College, as Chairman.

DEAN M. D. HELSER (Iowa State College): Dean Nowotny, Fellow Deans and Advisers of Men: I took our General Secretary, or shall we say "ruthless" Secretary seriously when he said to keep this short, and we have kept this report very short.

Section 4 had to do with Counseling, general, medical, psychiatric, psychological. Much credit for this report must be given to Professor Walter S. Watson, my very efficient Secretary from the Cooper Union at New York, who didn't miss a single word, and who seemed to be able to whip it into shape for this report.

One member of our group hit a high spot when he noted that too much of our counseling was designed to cure or prevent "failure" or "problems" and almost none planned to help each individual positively to his highest lead of academic and personal success.

General discussion which followed, noted seven devices in use in some of the schools which bring the student to the counselor (whether he wants to come or not) so that the counselor may have an excuse to begin his leadership without waiting for problems or failures to develop.

1. Senior students, trained by the Dean the previous spring are assigned a small group of new students. They meet with their counselees during orientation week and three times a semester

thereafter. They are more readily accepted by the freshmen and encourage voluntary appearance at the Dean or Counselor's office as soon as they feel they can take a bit of leadership or advice.

2. In other schools counselors are the sole source of mid-term grades.

3. Medical and absence reports are used by many schools as a counseling starting point.

4. In some schools teachers add comments to each grade, which are in turn used by the counselors.

5. Vocational and aptitude tests were used by many both as a stimulus and guide for counseling.

6. One school noted that freshman English instructors had an unusual chance to initiate effective counseling, both through observation and through the content of self-revealing theme material.

7. Finally it was suggested that if placement in a job is the task of the counselor, students will be sure to come to the counselor.

This lead to the observation that better counseling is done by those who teach some classes but that teachers assigned to part-time counseling must also be trained—again, must be rewarded for such effort.

A second discussion high spot concerned itself with mental health and psychiatric counseling. Our section was almost unanimous in its feeling that colleges should go at least as far in providing for mental and emotional illness as they do in providing any other health service.

It was noted that although the veteran and the movies may have dramatized our need for psychiatric service at the moment, we have always had such problems arising on our campuses. What is new is the feeling expressed above that maybe the college is as responsible for providing some aid to the alcoholic or the homo as it is to the student with potential T.B. or acute appendicitis.

After agreeing on what we ought to do we found a few schools practicing at least the first step in this direction in spite of high costs and almost no psychiatrists. Several schools provided, at no extra expense to the student, sufficient psychiatric time to at least diagnose mental and emotional illnesses. Long term treatment was carried on a referral basis at student expense. One school reported that emphasis on large numbers of cases which profitted solely from a diagnosis by a psychiatrist won the favor of trustees who were originally opposed to major expense for students who were "off balance."

Secrecy of medical and psychiatric records and the consequent loss of such information to counselors was noted at some schools and overcome at others, either by placing the medico under the hiring and firing orders of the Dean or through a conference between the

Dean and the local medical society in which it was pointed out to the medico brethren that Deans were really co-consultants on the same professional problem. After this view filtered down to the practitioner the secrecy problem was removed. Others noted that their physicians were more willing to talk over problems and supply specific information than they were to release to the dean all written records.

The Section showed a common interest in channeling all counseling through one counselor but the techniques varied with the size of the school. They did not object to organization and specialization. In fact, they were sure no one head could carry all a Dean should know. But they did feel the student would be confused if counseled by a series of specialists rather than having the data from specialists collected, organized and presented by the student's "one and only" counselor.

It was agreed that colleges are just beginning to realize that lack of motivation of students may be in part a responsibility of the school. Laziness is not a cause—it is a result. If we accept the finding that lack of motivation is a major cause of academic failure, and if colleges are in part responsible for motivation, then counselors must learn to measure or evaluate student motivation and they must also build "positive counseling" programs which will place before each student a desired and attainable goal.

Like the guide of a fishing party, the good Dean neither scorns the radio weather report nor ignores the local signs of potential flood; he neither spends all his time hunting those who lost the trail, nor expects to do so on any but rare occasions; but rather, he plans with those he guides, to take them where they want to go to catch what they want to catch with the maximum fun and safety for all. (Applause)

PRESIDENT NOWOTNY: All right, let's have your questions.

DEAN BEATY: I would like to know how many schools here employ full-time psychiatrists.

DEAN HELSER: How many schools here employ a full-time psychiatrist? Let's see the hands. (10 raised their hands). How many employ part-time psychiatrists? (17 raised their hands)

I might say that at Iowa State College we tried the part-time psychiatrist on this basis: We had Dr. Woods, who is head of the Department of Psychiatry at the University of Iowa, come to our campus for approximately a week every month, and that worked out very well for the cases that could wait. But some of these cases can't wait three weeks, and when you have a case where the boy gets mad at his uniform at nine o'clock in the evening, and then tries to kill a doctor at eleven o'clock that night, and has to be taken away to the hospital at two o'clock, a psychiatrist coming in three weeks from then can't help him much.

Any other question or comments? We had approximately 25 attending this meeting, and all were very much interested in counseling programs. I think that seems to cover the field pretty well.

PRESIDENT NOWOTNY: Let's go. Our friends in Romance Language tell me this is the 400th anniversary of the birth of Cervantes. About six or seven years ago, we went down to Albuquerque, and celebrated the 400th anniversary of the Conquest of Coronado and everything else down there; and J. L. Bostwick showed us all over New Mexico, Santa Fe and Albuquerque, and we had a good convention in spite of that.

This afternoon, he is going to report on Section 5, as Chairman of the Special Student Groups. Will you take over, Sir.

DEAN J. L. BOSTWICK (University of New Mexico): President "Shorty," Members of the Association: We had a very small group in our outfit, which was considering the special groups, including veterans, married veterans and handicapped students and foreign students. Barring the Chairman, we had lots of quality in the outfit though, and lots of fine ideas were brought out.

First we considered the subject of the veteran himself. I think perhaps one of the reasons why you fellows, or more of you, were not interested in coming to join our group, was the fact that maybe you were already fed up on the subject of veterans, and that you didn't want to hear any more about that.

We hope to bring out some of the facts in this little report, which incidentally, I want to give credit for to Pete Pitre of M. I. T., for helping keep the records and preparing them. We hope to bring out perhaps a little optimistic point of view, as far as the veterans are concerned. We don't want to be super-optimists, but a little optimism now and then is probably a good thing for all of us.

We were of the opinion in that group that the veteran in the privately endowed institution, tends to have perhaps a higher scholastic ability on the average, than those in the state institutions where selected processes are not quite so much in operation.

The loss by attrition in state institutions is probably a bit higher for that reason than is the case in the private institutions.

The veteran himself, as an individual, we have found is a pretty normal sort of fellow, and rather susceptible to processes of reason; but when he gets into a group, he very readily reverts to G. I. tactics, and he becomes much braver in a group, as I believe is the case in most human groups. He is more apt to come out and oppose everything that you are trying to suggest when he has the backing of a number of other fellows.

Gripping still seems to be in vogue, as far as we could discover, but not quite so common as was the case about a year ago.

The veterans' association, as a group, seems to be pretty much on the wane in our small group which were interested in considering it. There seems to be a gradual loss of interest as the need for such an organization perhaps ceases to exist.

We considered for some time, the matter of student loans to veterans. Of course we don't put the student loans to veterans in an entirely separate category, but since we were dealing with veterans especially, we are talking here about student loans to veterans.

Some schools follow the practice of making loans to veteran students who have not yet received their certificates of eligibility, or for one reason or another, their subsistence checks have not started to come through. That is, most schools do make such loans. I was about to say that some schools make those loans with no interest charged at all. Others do charge a nominal rate of interest. The general feeling was that veterans as a group, prefer to be considered on the same basis as other students, and that it is probably wiser on the whole, to make loans to veterans on a regular business basis, and to charge a reasonable rate of interest.

Interest rates in our group varied from 2 to 6 per cent. We felt that the normal veteran prefers it that way. There are some veterans, perhaps, that we don't consider normal, and we could say that the same applies to any other student, who is out to get anything that he can get. But I believe it is the opinion of our group that on the whole, veterans are pretty much normal people, and they like to be treated as such.

Some schools, one in particular, about which Dr. McCreery spoke, the one where the aluminum process was first discovered and where it didn't hurt the institution concerned in the least — this Mr. Hall who discovered this process in aluminum coating made it pretty nice for Oberlin College in a financial way. They have established quite a sizable fund. I believe Dean Bosworth said it was about \$10,000. This can be used as a fund to make outright gifts and grants to students who are really needy, and they have made as high as six or eight hundred dollar grants to students who were very much in need. Usually, I believe that applied to married veterans with children. It was discovered in our group, that a good many veterans have quite a sizable backlog of United States Bonds, and in spite of that backlog, they come in to borrow money in order to save that for future reference. It was considered advisable that they should do that, just as long as possible, because a backlog is a very convenient asset after they get out of school, and it is so easy to keep drawing on that if the practice ever gets under way.

In regard to married students, the consensus was that \$90.00 a month was not quite a sufficient subsistence allowance for married veterans. It was felt that \$65.00 a month was as high as the Government should go for single veterans, but that \$90.00, although

not being sufficient, that we should not go on record as recommending any increase in that allotment, partly for the reason that these married veterans' children and grandchildren are going to have to pay for grandpa's and grandma's education themselves, so it is not necessarily an outright gift.

A good many veterans are going into the hole pretty deeply financially, and it was our opinion that it is not wise to recommend to married veterans that they go too deeply under the financial waters, without seeing some way whereby they can get themselves freed of that kind of a situation, and not be handicapped by such a debt through a great part of their lives, and where it will be a great difficulty for them ever to get out.

It might even be wiser to advise married veterans not to continue their educative process for a while, and stay out and try and accumulate a little fund to continue, without going too much in debt. That, however, we realize fully, is not an easy proposition, because once a veteran who is married gets out of school, it is not an easy proposition for him to get back and continue again. We were well aware of that.

We found, also, that some industrial employers seem to prefer to hire unmarried veterans rather than married ones, perhaps for the reason—as was brought out here from the gentleman from Westinghouse this morning—that the unmarried ones might find their soulmate in the area in which they are first hired, and be very happy to stay put, rather than to want to go back to Texas (laughter), or I might say, New Mexico.

It seems that there is little being done in the way of social organization for the married veteran and his family, and the question came up as to why this was true. The answer was that the married veteran is not particularly interested in having such entertainment provided. In the first place, it would have to be provided right near the vicinity where he is going to school, and we have found in our own experience, that the married veterans and the single ones, when they have time for some kind of social activity, they prefer not to take it right on the spot where they have been living. Some of you are in the same situation that we are in, located near an air base, where you have taken over as we have, quite a sizable amount of facilities for housing of both single and married veterans. And every time that I have ever suggested to any of the veterans that it might be possible to put on picture shows or have dances or lectures or musical affairs out there in a fine, big recreation hall that used to be used by the officers' club, they invariably turn it down. They say, "If we have any time for that, we want to get away from the air base. We have already spent too much time around an air base, and we would prefer to get away for a change."

The married veteran indicates that his time is so taken up with

study and family duties, that he doesn't have time for much in the way of social activities either. Perhaps not nearly enough has been done in this respect, but at least in our group, we found that it was a fact that not much had been done.

As far as the handicapped student is concerned, it is our opinion that the handicapped student, as a rule, at least the physically handicapped student, is not inclined toward self-pity. He usually has a very healthy attitude toward his work, and we have found that he has a pretty fine attitude toward life and things in general. We have on our own campus, one case of a boy who has lost one leg, and he has joined a fraternity, he has a wife and child, he is participating in everything that anyone else can participate in, and once in a while he has to come to the campus, leave his leg at home, but he has the same old smile on, regardless of whether his leg is with him or whether it isn't. We had another one who had lost one arm in the service. He came in for advice one day as to whether he should take a full-time job with the Veterans Administration, working with physically handicapped people, and since he was not an extra good student, I suggested that perhaps it would be wise for him to take it.

I think we have to be careful in advising these handicapped students. Sometimes perhaps the wisest thing they could do is not necessarily complete their college education; in other cases, it certainly is the wisest thing they could do. We have to use a great deal of care and judgment in advising handicapped students.

We found that most of us had some mentally handicapped students as well as physically handicapped. In fact, maybe I shouldn't admit it, but I think at New Mexico, we have more of that type than we do of the physically handicapped, and they are a genuine problem. We are not so fortunate as some of you. We do not have a trained psychiatrist actually on the campus. We do have one at the veterans' hospital nearby, but we find some difficulty in maneuvering some of these students who realize that they are a little bit mentally handicapped, around to the point where you can get them to a psychiatrist. Some of them are very cagey. We have got a few cases where they really need it, but haven't been able to work them into the spot yet where we can give it to them well and gracefully.

In regard to the foreign student, we didn't have a great deal of time left to consider him, but one or two suggestions were made which I think are very valuable, and should be passed on. One is that the foundations which send over the foreign students to this country, are pretty much lax in giving to those students a very clear understanding of what to expect when they get here, what to expect in the way of financial support for one thing. Some of them get here and have practically nothing to go on, and they expect the check to be right there on the desk waiting, the minute they report in.

More information should be given to these people. Another good suggestion which we thought ought to be passed on, was that the language handicap ought to be considered more carefully by the people who are in charge of selecting students to send over to this country for education. In a good many cases, students are so severely handicapped by a lack of understanding of the English language, that they are almost hopeless cases before they start.

To summarize briefly, the veteran seems to be pretty well on his way toward becoming assimilated into the student body. He is getting to that point, we believe, where he no longer wants to be considered as a veteran, but he wants to be considered as a student of the college or university. And he is tending more toward wanting to forget the past. He does not want to be included in any kind of a special category. It appears to our group that some of the worst problems of reconversion from veteran life to civilian- student life, have been solved or are in the process of solution.

Thank you. (Applause).

PRESIDENT NOWOTNY: We have about three minutes for questions.

DIRECTOR M. J. GALBRAITH (Galesburg Div., University of Illinois): I would like to make one comment that might be of interest to this group. In our Division of the University of Illinois at Galesburg, because we did take over a hospital, we have some students in wheelchairs. They can go to any dormitory or classroom in a wheelchair. If any of you gentlemen know of some outstanding student who wants to go to school and is handicapped that way, we can take care of him.

DEAN E. F. BOSWORTH (Oberlin College): I have one very slight correction. That fund to which you referred is practically the loan fund, but can occasionally be used otherwise, and the larger amount you referred to was a loan and not a grant.

DEAN BRINTON H. STONE (Alfred University): Anyone who has difficulty with foreign students on the English language might get in touch with the Colorado School of Mines, where they have had a lot of success with the use of wire and tape recorders in teaching them English.

PRESIDENT NOWOTNY: All right. Thank you very much. (Applause)

Next is Section 6, on Physical Facilities, by Dean J. H. Julian of the University of South Dakota.

DEAN J. H. JULIAN (University of South Dakota): Mr. Chairman, we had eleven institutions in our group, three of which were large bears, four of which were middle sized bears, and four were small bears. Those institutions have, since the war, had an increase of 63 per cent in enrollment, with all the attendant com-

plications. We had a very efficient Secretary in Dean Beaty of the University of Florida, who is going to make the report and answer all the questions. (Laughter)

DEAN BEATY: Well, Gentlemen, you will notice that this is the last of six groups here, and it is pretty much hash. In other words, the program dumped into this hopper, everything else, and in that, we have planning, organization and operation of physical facilities such as Unions, dormitories, dining halls and book stores.

Well, I think the few people attending this meeting indicates that there isn't a tremendous amount of interest, and I might say we didn't discover any very new facts.

On the question of Unions, the discussion evolved around the question of how to raise funds for the construction and organization of a student Union. It was suggested that that depends upon the facilities that are to be provided in the Union, on how much of the cost of the Union is to be borne by the students, how much of the operation will be borne by the students, and how much of that cost is to be borne by the institution. That of course, depends upon the local situation.

It was suggested, and I think this is a very good suggestion, that anyone interested in building a Union, constructing a Union, organizing it, that there is an organization known as the Association of College Unions, that has collected a tremendous amount of information. They have architects. And that information can be secured by corresponding with the Secretary of the Association, who I believe is located at Cornell University. There was no one in the group who knew much about it. So for the benefit of those who are interested in it, there is that source of information that has been collecting data on that for a number of years.

The other question was that of dormitories. This question evolved itself around the discussion of policies and methods of increasing housing facilities. There is nothing new about that. It was suggested that this has been done by doubling up in rooms. In many places where ordinarily two students would be, there are anywhere from two to four now. Every available facility on the campus is being used, including lounge rooms in many dormitories and residence halls.

Temporary dormitories have been built on many campuses, by giving priority to veterans on admission, by limiting enrollments, many schools have limited enrollment to a certain number, and when they get to that they stop, by building apartment villages for married couples and taking over facilities outside the city limits. The feeling was quite general that the overcrowding and doubling up of students was, to some extent, responsible for some of the moral breakdown that we have observed, and misconduct that is found among students. In my own report, I am quite sure

that is true. Also, poor scholarship has been the result of this overcrowding.

Overcrowding is not confined merely to dormitory and residence hall. Where that has taken place in dormitory and residence halls, you also find overcrowding in classrooms, in laboratories, in cafeterias and eating places. So this overcrowding which has taken place on many campuses, has become a problem and must be responsible for some of the misconduct and the breakdown of morale.

In the operation of dormitories, the policy of extending the plan of student government in the dormitory and its operation, developing student leadership, has proven quite satisfactory in many places. That varies from institution to institution as to how that is organized, of course. But the experience of those who have tried this, in our group, found that it was successful and pretty satisfactory.

On the matter of dining halls, about the only comment I think that came out of that that was important, is that they felt that reverting to the cafeteria style of serving meals to meet this emergency, was unsatisfactory, because it is a type of mass feeding.

On the matter of bookstores, there seemed to be two types of bookstores, the type that is operated by the institution itself, and the cooperative bookstore operated by students. The big problem there, I think, is common to everybody—the problem of collecting for the books. The other problem was securing books because of paper shortages.

I think I should recount to this group, the experience that Ed Cloyd gave us about how they attempt to solve this problem of book shortages in North Carolina. Some fellow in the legislature decided that this could be done by taking one book, taking it over to the federal prison, and having the prisons copy that book, sufficient copies for everybody. Well, that seemed to be all right, except that one person raised the question with his fellow, "What about the copyright?" And he said, "Well, we will make them copy them right." (Laughter and applause)

MR. JAMES SMITH (N. S. O.): I would like to mention that I happened to attend the Association of College Unions' meeting that you referred to, about two weeks ago, and I think the newly elected Secretary of their organization is Mr. Porter Butz, Director to the Wisconsin Union, at the University of Wisconsin at Madison. He can supply you with the information that was referred to regarding the building of Union buildings.

PRESIDENT NOWOTNY: We have three more groups, and I want to ask all three Chairmen to report, and then have discussion when that is over with.

As you know, we broke the group into three sections last night

on the basis of population. The first group was Chaired by Dean Merrill Jarchow of Carleton College.

DEAN MERRILL E. JARCHOW (Carleton College): President "Shorty" and Gentlemen: It is with considerable humility that I make this report to you, since I have been a Dean for only a year. I am a historian by training, and I have thought a good many times this past year, also by inclination. You old hands will understand that, I am sure, better than I.

Also, if I had conferred with Dean Julian before this, I would have forced, if possible, Dean Holter of Hiram College, our Secretary, to make the report. He did an excellent job of keeping notes there. So, like all the rest of the Chairmen, I want to give my thanks to him.

We had 19 institutions represented when we started our discussion last evening. I would say by the time we got going, we had 25 or 26 institutions represented. Dean Holter told me that it had been customary in the past, to pass a sheet of paper around the group and allow the members to indicate topics which they would like to discuss. We did that, and it appeared that about six topics were of major interest to the members of the group.

The first topic we discussed was the one of expanded facilities. We found, on the basis of statistics, that there had been a 58 per cent increase in enrollment in the 19 institutions reporting, as compared with pre-war enrollment statistics. We also found that one-half of these 19 institutions housed all their students in college dormitories. Three of the nine who did not house their students in college dormitories, did so before the war. Evidently the other six did not in either case. Twelve of the nineteen institutions housed their veterans in F. P. H. A. facilities, both single and married veterans. Four of the nineteen institutions operate off-campus centers, that is, for academic instruction. The majority of the nineteen have fraternities and sororities.

It seemed to be the consensus that students, ideally, should live and eat together on the campus, and all of the institutions indicated an intention to return to pre-war enrollment figures if possible, so that that living together, which is very important educationally, could be continued in the future.

Secondly, we discussed veterans, and I shall pass over that very briefly, because most of our conclusions were the same as those already reported by Dean Bostwick. The general conclusion seems to be that the veteran, as a veteran, is no problem on the campus. Some of the schools that segregated veterans and non-veterans now considered that a mistake. The veteran, as one fellow on our campus has expressed it, has been a "dog-robber" long enough. He doesn't want to be considered a veteran. He is a student and that is his main concern.

Veterans' organizations have pretty largely died out. Only one

institution seems to have a real, effective, vital, functioning A.V.C. unit, and that was Swarthmore College.

Thirdly, we discussed admissions. One matter that was of interest to the group there was to discover how many Deans of Men, or Directors of Students, whichever you call them, play any part in the admissions policy. The result of our poll was that in a majority of those institutions, the Dean of Men has a real voice in the selection of students. Most of our group seemed to feel that personal interviews were more satisfactory as a method of selecting students than various testing procedures. Fourteen of the institutions are using the American Council psychological examination as a basis for admission. In addition to this, they use the factor of high school rank, that is, rank in the high school graduating class, extra-curricular activities, and recommendations from persons knowing the applicant. In the interview, it seems extremely important to try to determine motivation, social consciousness, and other elements outside of the purely academic realm.

We seemed to agree in the middle West, at least, that it is much easier to secure high quality girls, that is, in the scholarship realm, than it is to secure men of equal attainment. However, there is evidence to substantiate the fact that boys at a lower level on the basis of the high school record, will come out with equal rank with girls by the time of college graduation. In fact, one study seemed to indicate that there could be a percentile difference of 15 points between the girl and the boy in high school, which would be equalized by the time of graduation.

Fourthly, we discussed room and board rates. We found that the range in the weekly room rate in these institutions — by this time I think we had 25 reporting — was \$4.00 to \$6.00 a week. The averaged worked out at about \$5.20 a week. The range in board costs per week was \$9.00 to \$12.00. The average was \$10.18. Eight of the institutions represented had increased their room and board rates during the present school year, the one we are now in. Fourteen anticipated doing it next year.

Then we passed a resolution which has been passed to the resolutions committee of this organization, in which we went on record as recommending that this Association petition Congress to increase the subsistence allowance to married veterans with one or more children.

Fifthly, we discussed compulsory meetings. We found that the range of meetings in these institutions was from one to six a week, the average being about 2.5 meetings a week. In practically all instances, voluntary cuts were allowed from these compulsory meetings. The big question seemed to be, "How are we handling this?" Supposing they overcut. What do we do?

Some institutions make students who take excessive cuts ineligible for extra-curricular activities. Some suspend them. There are only

two who admitted that they will kick them out right in the middle of a term. The rest of us sort of pussy-footed around a little on that. A monetary fine is another penalty, along with probation and various others. Only one institution reported that they tried to reward attendance. Most of the penalties seemed to be of the negative nature. Denison University, however, rewards students for attendance.

The manner of taking attendance seems to vary somewhat, but the general plan seemed to be to have attendance taken by student monitors, most of whom were paid at varying rates. Some monitors have a seating chart which they look over during the meeting. Other monitors collect slips which are handed in by the students.

Sixthly, since the hour was getting late and everybody was hot, we discussed very briefly, health services. The general conclusion there was that most of the institutions represented have a system whereby the college physician, the college dentist, reports pretty regularly to the Dean of Men or the Director of Students.

Those are the six matters we discussed; and as an officiate in this honored group, I would say that it was an extremely helpful group. I think we had a unity of interest there which perhaps some of us didn't have in the afternoon meetings.

Thanks very much. (Applause)

PRESIDENT NOWOTNY: Now, the middle-sized group was Chaired by Dean Ernest L. Mackie of the University of North Carolina.

DEAN ERNEST L. MACKIE (University of North Carolina): Mr. President and Gentlemen: In our group, there were 42 colleges represented, colleges and universities, with 49 delegates from these various institutions. Thanks to Bob Bates of V. P. I., we are going to just give a summary of the results attained from our particular discussions.

The first topic was that of the automobile problem. It is recognized that it is a general problem all over the country. Of those present when this discussion was made, there were three institutions which do not permit students to use cars; four issue permits to those who want them; fourteen have no restrictions; and most of those permitting automobiles permit student parking on the campus. It was considered a very difficult problem, and we decided to solve it by simply turning it over to the Deans of Women. (Laughter) That gives Vic Spathelf an answer to his question a while ago as to what the functions of that particular group should be. (Laughter)

The next topic that we discussed was the matter of insurance. At one school there is an insurance carried on the personal property of all dormitory residents. That is at Washington State. There were five schools that have blanket accident policies on all students on the campus. It was recommended to those present, that we might

consider the matter of general accident insurance and property insurance for our other campuses, as the rates are fairly reasonable.

The next topic was National Student Organization. The consensus of opinion was that the organization's program was not at all dangerous. There was no disapproval by the institutions represented. It was felt that the student leaders were taking a conservative stand, but there was some doubt of the ability of the group to carry out their particular ideals. Several members later expressed regret that we didn't know at the time, that the President of that group, who I believe is with us today, was speaking to Group Number 3, immediately after our adjournment. We would have liked to be in on that particular discussion.

The next topic was the basis of approval of student organizations that want to come onto the campus. It was found that the approval was in the hands of committees, in general. Fourteen institutions had to have the approval of a faculty committee; fourteen of a student-faculty committee; and two of a purely student committee.

The question was raised as to the refusal of an organization on account of its ideology, and fifteen institutions present indicated that they would refuse recognition on this basis if the ideals of the particular organization seemed to be subversive.

On veterans organizations; as we have already heard, 23 institutions reported that they were in the process of disintegration or had completely disappeared from the campuses. Fourteen now have no veterans organization on the campus.

On the topic of admissions, eight institutions reported a more stringent restriction on out-of-state enrollment for next year. Several were placing some restrictions on foreign students. The policy seemed to be governed principally by their previous custom.

With reference to general enrollment for next year, all but six expected a greater number next year than for this current year. These six were restricted by already being at capacity.

The next topic was that of guidance and counseling. 24 institutions have access to such service, and of these, five are under the supervision of a Dean of Students or Dean of Men or Director of Student Affairs. Fourteen have compulsory testing for all students at some stage of their undergraduate career, which is a general ability test. Four have compulsory vocational tests for all students, and several had this as an optional service for students when desired. Three indicated that they had added psychiatrists to their staff in the last couple of years, and various others indicated their desire to do so, but had been unable to find the proper personnel.

The matter of fraternities was discussed briefly. Eighteen institutions expected some fraternity expansion in the near future; 22 indicated marked improvement recently in fraternity administration and cooperation. None indicated a deterioration in such relationship.

Then the subject of "Who's Who in American Colleges," was brought up for discussion. The survey of those present showed that three of the institutions represented had never submitted lists, 13 had discontinued the practice after our last year's meeting, and 13 had continued to submit lists. They had submitted a list for the current year.

Our final topic discussed briefly, was that of dormitories. We found that five institutions have women as house mothers in dormitories as well as in fraternities. Eight were using married couples in this capacity, and 17 were using faculty or men counselors.

Thank you. (Applause)

PRESIDENT NOWOTNY: I am sorry we have to cut these reports so short, and I know there are a lot of questions you would like to ask.

Then the big league group was headed by Dean Perry Cole, of Louisiana State, Sir. Come up here Colonel.

DEAN PERRY COLE (Louisiana State University): "Shorty" and Friends: This is a report of the meeting of representatives from institutions with over 7,000 enrollment. There were 20 institutions in attendance, with a total enrollment of 298,100 students. We discussed fifteen things, and most of them very briefly.

The first was seating of students at football contests. (Laughter) Holland from Texas, said that students get seats from the 50-yard line on toward the end zone. Hindman of Missouri, Crowe of Michigan State, Thompson of the University of Iowa and Tompkins of the University of Kansas, said that they seat their students either way from the 50-yard line.

The next question discussed was whether athletic tickets were included with the activity fee, and only eight schools said it was optional with the students.

Drinking and booing was discussed. (Laughter)

The next discussion (laughter) was on assemblies and honor convocations. The Chairman was the only one in favor of making this compulsory.

On commencements, 12 institutions had outdoor commencements; 12 had commencements for summer session; 7 of the 20 institutions required the faculty to attend these commencements.

The fourth item discussed was mental health. It was the opinion of most there, that these problems were being handled adequately.

The fifth topic of discussion was rate for student workers. They ranged from 45 to 80 cents minimum.

The sixth subject was the local trade unions. A number of schools have student help joining local trade unions.

Identification cards—11 schools have cards with pictures; 2 schools found the system didn't work.

Central depository for funds—16 schools have organizations deposit funds in the central agency.

Bands—10 schools give academic or military credit for being in the band.

Pay for student activities—10 schools pay students for working in certain activities. 11 additional schools reported a tendency toward this type of program.

Student papers—9 were under the School of Journalism; 3 had an elected board by the students; 5 had a student-faculty committee to select them; and 5 report only to God. (Laughter)

Student fees—3 schools reported a student fee for all students.

Car registration—15 require car permits.

The A. Y. D. was discussed at various times during the discussion. (Laughter)

The last subject of discussion (laughter) was the National Student Organization, and we had the privilege of hearing the Chairman of the National Student Continuation Committee, Jim Smith, from Texas.

That reminds me of a story of Texas. I was born in Texas, raised in Arkansas, and now live in Louisiana. When I die, I expect to go to hell, but I won't notice it, because the change has been so gradual. (Laughter)

Jim Smith made this report. Purposes: To improve student welfare, broaden international contacts and understanding. The Executive Committee was made up of 30 representatives. Outside agencies have three representatives on the Executive Committee. Financing: Fees from the Chicago Conference used up to now. The plan is to assess organizational members. Credentials for their big meeting in Madison the last of August and the first of September, must be approved by an administrative officer in the institution or the student governing body. (Applause)

PRESIDENT NOWOTNY: Thank you.

It is 3:45, and the agenda called for us to go into a business session. If you have no objections, we will proceed that way. I know you would like to ask some questions, and I am sorry that we are running 15 minutes behind schedule, but I know we don't want to rush to this night meeting.

I hear no objections so we will go into the business meeting. The first item of business calls for a report of the two committees that were appointed. We will call first, for the Committee on Resolutions, with Bob Bishop as Chairman.

DEAN ROBERT W. BISHOP (University of Cincinnati): Mr. President, the Committee on Resolutions, consisting of E. G. Curtin of Rutgers, Eugene Dils of Washington State, Paul Trump of Wisconsin, Willis Tate of S. M. U., and the Chairman from Cincinnati, present the following report for your consideration.

"BE IT RESOLVED: That the National Association of Deans and Advisers of Men record with a sense of genuine loss, the death of Arthur W. Tarbell, Dean of Men, Emeritus, of Carnegie Institute of Technology, on November 25, 1946, at the age of 74 years."

Parenthetically, Dean Tarbell served the Institute with unusual distinction for more than 30 years, and was held in highest personal and professional esteem by his associates there, and in this Association.

"BE IT FURTHER RESOLVED: That the Association pause in Conference assembled, for a period of silent tribute to his memory, and in sympathy for his family, and

"BE IT FURTHER RESOLVED: That a copy of this resolution be sent to the members of his family."

PRESIDENT NOWOTNY: Will you stand for a moment, Gentlemen.

. . . The Assembly arose and stood in silent tribute . . .

DEAN BISHOP: "2. BE IT RESOLVED: That the Association express its deep appreciation to the University of Michigan for its hospitality and cordial welcome, as extended by Provost James P. Adams.

"3. That the National Association of Deans and Advisers of Men convey its genuine appreciation to Dean Joseph A. Bursley, Director and Mrs. Erich A. Walter, Associate Director and Mrs. Walter B. Rea, Mrs. Alexander Ruthven, and Dean Alice Lloyd, for their gracious hospitality in contributing to the comfort and enjoyment of members and their guests.

"4. That the National Association of Deans and Advisers of Men express its hearty appreciation to the Michigan Union for the use of facilities and services which have contributed to the convenience and pleasure of Association meetings, and to the Board of Control of Athletics for its generosity in having Association members as its guests at several athletic events.

"5. That the Association send its cordial greetings and best wishes to members who found it impossible to meet with us at these sessions.

"6. That the Association express its deep appreciation to Dean Christian Gauss for his stimulating address setting forth the purpose and philosophy of democratic education and student personnel work; to Dr. Otis C. McCreery for his interesting and informative address and demonstration of educational programs and techniques in indus-

trial personnel work; and to the beloved senior members of the Association for the inspiration of their presence and words of wisdom.

"7. That the Association record its gratitude to the Officers and members of the Executive Committee for their efficient administration which has been climaxed by an effective program in this, the 28th Anniversary Meeting; and further, that Fred H. Turner be commended upon the completion of 10 years of faithful service as Secretary-Treasurer.

"8. That the Association commend the work of the National Conference of College Fraternities and Societies, and offer its continued support and cooperation in the program.

"9. That the Association record the gratification of its members, individually and collectively, for their opportunity to have a part in the challenging and stimulating experiences in the educational processes of the unprecedented number of students attending our colleges and universities; although we entered this strenuous year with considerable apprehension, we achieve a sense of satisfaction from the educational accomplishment realized and in the calibre of American youth."

Mr. President, I move the adoption of these resolutions.

DEAN HELSER: I second the motion.

PRESIDENT NOWOTNY: You have heard the motion. Is there any discussion? Are you ready for the question? All in favor, say, "aye"; opposed, "no." The motion is carried.

DEAN BISHOP: Mr. President, my next word of explanation is appropriate, because one of the Deans a while ago, mentioned a resolution which was presented to your Resolutions Committee, which grew out of the discussion of one of the sections, calling for the support of this proposition which asks for an increase in subsistence allowances for married veterans with one or more children attending colleges under Public Law 346, and that our Association advise Congress of our action.

Your Committee on Resolutions felt that it was not in position to present that resolution, because it did not have enough of the facts, and its members were not in this meeting. So we are suggesting that this proposal be referred to the new Executive Committee for their disposition as they see fit. I so move, Mr. President.

PRESIDENT NOWOTNY: The Resolutions Committee moves, as I understand it, that the resolution proposed by the Committee Chaired by Merrill Jarchow, be referred to the new Executive Committee which you are going to elect in a few minutes. Is there a second?

DEAN COLE: I second the motion.

PRESIDENT NOWOTNY: Is there any discussion on the adoption of that motion? That includes the power to act. Will you accept that as an amendment, Bob?

DEAN BISHOP: Yes.

PRESIDENT NOWOTNY: With power to act. All in favor of this motion will say, "aye"; opposed, "no." It is carried.

The next Committee report is the Committee on Nominations for your officers for 1947-48, and the place of the next meeting. Dean Goodnight.

DEAN SCOTT H. GOODNIGHT (University of Wisconsin): Mr. Chairman, our report consists of nominations for the Presidency and for the Vice-Presidency, and recommendation as to the place of meeting. Do you wish these items placed before you separately, or in a single report?

PRESIDENT NOWOTNY: Separately.

DEAN GOODNIGHT: The Committee places in nomination for the Presidency of NADAM for the coming year, the name of Dean E. L. Cloyd of North Carolina State. I move the adoption of the recommendation.

DIRECTOR SPATHELF: I second the motion.

PRESIDENT NOWOTNY: You have heard the recommendation that the gentleman from North Carolina, Sir, be nominated. If there are no further nominations, all in favor of closing nominations, say, "aye"; opposed, "no." Carried. All in favor of electing this man from North Carolina, say, "aye"; opposed, "no." Brother, you are it. (Laughter and applause)

DEAN GOODNIGHT: As Vice-President, your Committee places in nomination, the name of A. C. Zumbrunnen of Southern Methodist University, Dallas, Texas. I move you the adoption of the nomination.

DEAN BOSTWICK: I second the motion.

PRESIDENT NOWOTNY: Us Texans have to stick together, you know. I never saw this Committee in action, but you wouldn't believe that if I told you anyhow. Any other nominations for Vice-President?

DEAN COLE: I move the nominations be closed.

DEAN BISHOP: I second the motion.

PRESIDENT NOWOTNY: All in favor of closing the nominations for Vice-President, say, "aye"; opposed, "no." All in favor of electing Dean Zumbrunnen by acclamation, say, "aye"; opposed, "no." Dean, you are it.

DEAN GOODNIGHT: We recommend that the 1948 Convention

of this Association be held at Southern Methodist University, in Dallas, Texas. I move adoption of that recommendation.

DEAN COLE: I second the motion.

PRESIDENT NOWOTNY: Motion is made and seconded that we go to Dallas in 1948. Any discussion? Are you ready for the question? All in favor, say, "aye"; opposed, "no." The motion is carried. Willis Tate, you and Zumbrunnen have a big job on your hands. I know we will have a good time in Dallas.

Now, the other plans for the 1948 meeting will be discussed tomorrow morning by the new Executive Committee, with Brother Cloyd in the Chair, and Vice-President Zumbrunnen and Secretary Turner. As you know, Secretary Turner was elected for a three-year term.

Now does that complete your report?

DEAN GOODNIGHT: Yes.

PRESIDENT NOWOTNY: Any other business?

. . . Announcements . . .

MR. J. JORGEN THOMPSON (Asst. to President, St. Olaf College): When you run out of business, let's have the new President say a word.

DEAN PARK: Just for the record, I have a very short report from your representatives on the National Conference on College Fraternities and Societies — Fred Turner and myself.

In addition to the NADAM, the members of that Conference are the Association of College Honor Societies, the National Interfraternity Conference, the National Panhellenic Conference, the Professional Interfraternity Conference, and the Professional Panhellenic Association.

The purpose of the Conference is "to encourage and assist all worthwhile national college fraternities and societies which include in their programs contributions to the broad educational objectives of the institutions of which they are a part."

The functions of the conference include, among others, (a) definition of the various types of college fraternities and societies, (b) providing a clearing house for the mutual approval of national college fraternities and societies by college administrative officials and college fraternities and societies, (c) the publication of a list of approved national college fraternities and societies which have all their chapters established in either four year degree granting institutions accredited by the Association of American Universities or the appropriate regional association or the American Association of Teachers Colleges or in degree granting professional schools, properly accredited. In addition to these requirements, recognized

groups must have constitutional provision for proper business conduct and democratic representation of membership.

The last annual meeting of the conference was held at Cincinnati, Ohio, Saturday, April 26. This conference brings together the best known and most firmly established collegiate groups, and it is hoped through the exchange of experience and the assembling of information to carry out the purpose as previously stated. The field is so heterogeneous that progress, of necessity, is slow. However, we feel quite encouraged with accomplishments to date and hope to be able to continue. Respectfully submitted.

PRESIDENT NOWOTNY: Thank you very much, Joe, for a job that is continuously done well and faithfully.

SECRETARY TURNER: I move that that report be received for the record.

DEAN COLE: I second the motion.

PRESIDENT NOWOTNY: All in favor of making this report part of our record, say, "aye"; opposed, "no." Carried.

DEAN BIDDLE: An idea was rather modestly presented that I should like to see referred to our Executive Committee, with perhaps more strength. I refer to the recommendation that we have training sessions on an area basis for the younger members of our staffs. Doubtless, most of us have one to five members on our staffs who have been appointed within the past 18 months. Therefore, I for one, think that those training sessions conducted by the senior members of our organization, would be very fruitful.

I move you, Sir, that we recommend that the Executive Committee take under consideration, a series of training sessions, set up on an area basis, for sometime next fall.

PRESIDENT NOWOTNY: Will you limit that to fall or summer?

DEAN BIDDLE: Fall or summer — sometime within the next six months, let us say.

. . . The motion was duly seconded . . .

PRESIDENT NOWOTNY: The motion is that we set up a series of regional conferences for the training of counselors and assistant deans sometime within the next six months, this matter to be referred to the Executive Committee, with power to act. All in favor of this motion, say "aye"; opposed, "no." It is carried.

Last year, we discussed "Who's Who," and it was referred to, I think, by Dean Mackie in their group, and it was discussed again in the meeting of the Executive Committee Wednesday afternoon. The Executive Committee took the liberty to hear a member of our Executive Committee who was on a special committee — your Chairman took the liberty of appointing a special committee made

up of Woody Thompson, Newman of Virginia, Bishop of Cincinnati, Bostwick and Mr. Balfour, to study this report and make recommendations. So since Newman has been both at Alabama and Virginia, and has visited this gentleman who operates this organization since our last meeting, and he read to us, at my request, his statement as to action we should take, Woody, what do you think about letting him read the statement here?

DEAN C. WOODY THOMPSON (University of Iowa): By all means. That is the report of the Committee, as far as I am concerned.

PRESIDENT NOWOTNY: All right.

DEAN NEWMAN: The subject of "Who's Who Among Students in American Universities and Colleges," has been considered by a special committee and by the Executive Committee of this Association. No basis for any misrepresentation or of unfulfilled promises has been found. The Publisher, H. Pettus Randall, has been honest in all his dealings which have been brought to our attention. Although he is primarily interested in the commercial phase of the publication, our experience has been that he is cooperative with the Deans of the different institutions.

Investigation revealed facts and circumstances which are not approved. The Committee questions the method of selection of the students listed in "Who's Who," in regard to the lack of a uniform standard or of an established uniform procedure. The practice of asking another dean to submit nominees where one dean from that institution has declined to participate, is condemned. It is to be greatly deplored that the publication cannot be financed without an aggressive solicitation of students and parents to sell copies of the book, as well as to sell, at a considerable profit, the "Who's Who" keys.

It is conceded that the attitude and policy of each institution toward "Who's Who" will be determined on each individual campus in accordance with the will and opinion of the administration on that campus. In view of this fact and of all phases of this subject, we believe it unwise for NADAM to support or endorse "Who's Who" or to condemn it. We believe the subject is not of sufficient importance to justify more discussion and argument, especially when no action of NADAM could be binding on the institutions represented here. The Committee therefore recommends that the subject of "Who's Who, etc." be tabled.

I so move, Mr. President.

DEAN WOODY THOMPSON: I second the motion.

PRESIDENT NOWOTNY: Any discussion? Are you ready for the question? I can't get any argument out of this bunch. All in favor, say, "aye"; opposed, "no." Carried.

Any other business?

. . . Announcements . . .

PRESIDENT NOWOTNY: There is one thing that people have come up and asked me about several times, that I hesitate to bring up, and I certainly wouldn't want it to become a part of the record. This question came up a little bit in one of our group meetings about records and what we put on transcripts, and there is a great variance in the policy.

At the University of Texas, we put every disciplinary action on the transcript, but it is removed when that penalty has been fulfilled. If a student is suspended until June 1, on June 1, that is blotted out. The photostatic copy does not contain a copy of that record. He is free to come back to the University, and therefore, we don't think we owe you the reciprocity of that information. He is a free agent. Therefore, we don't want to penalize that boy by having you prejudiced in advance. I admit you could probably do a better job of counseling if you had that information, but that is the policy of a lot of institutions. Some put it on the record and keep it there forever. Some tell a student to go on off and it never gets on the record.

I know a boy who is now in a school within a hundred miles of the University of Texas, who was told to leave. He had stolen a whole lot of stuff. They changed deans and the new dean doesn't know anything about it, and he is back, and he is in the good graces of everybody. He now wants me to clear his record at the University of Texas. He was treated by our psychiatrist and he has not recommended, up-to-date, that we clear him. We consult and lean heavily, in those cases, on the advice of our psychiatrist, whom we think is a very capable person.

That is the danger of just telling a boy to go on off, and we won't say anything. That is not fair to other institutions. But here is the question that has been asked me by two or three people in all sincerity. In the cases of emotional instability, or to put it frankly, in cases of homosexuality, where a student is dismissed from your institution, do you follow the practice that we do, for example. I will put it this way: Our record shows that student is not to be readmitted to the University of Texas, until he is cleared with the health service and Dean of Student Life. If any school asked me why that is, we will tell him why that is on his record; and he won't be permitted to come back until our psychiatrist is satisfied.

As you know, those are the most difficult cases. The psychiatrists are very much in agreement that there isn't much they can do with the adult cases of these people, and yet they desperately need help.

Now, can we have a show of hands of the institutions that dismiss from their campus, people of that kind, who put anything on the record. Will you raise your hands if you put it on the record that this man has been dismissed. (A good representation raised their hands) How many put nothing on the record? (None) I think

that answers the question of those of you who have had difficulty with that, and who are worried about the fact that you are just kicking him out of your school, and he goes somewhere else and starts a problem again.

I know we advised one little boy to go to another school, because he got in very much difficulty by exposing himself, and with the help of the psychiatrist, we advised him to go into a new environment. We told him the first person to go to see on that campus was the psychiatrist of that university, and we know he followed the advice, and we checked up to see that he did that.

DEAN EUGENE E. DAWSON (Kansas State Teachers College): Would you mind getting a show of hands of the institutions that do dismiss homosexuals?

PRESIDENT NOWOTNY: The question is, how many dismiss men who are convicted and admitted — let's put it this way: who are admitted to be active homosexuals? How many schools dismiss this type of student?

DIRECTOR SPATHELF: I don't think it is fair to ask it that way. Say, "always dismiss."

I think the question that way is loaded, and doesn't give the proper sense. How many schools have the policy of dismissing a homosexual when it is determined that he is a homosexual, regardless of whether he has gotten into any difficulty or not, but when that becomes apparent?

PRESIDENT NOWOTNY: We are getting off course, into a very specialized field, and I don't know how to ask that question to satisfy everybody. One fair way would be: How many dismiss homosexuals if you have advice to do so by your psychiatrist? (A good representation raised their hand) How many would not dismiss even if the psychiatrist advised it? (None) I suppose that is unanimous then, that if the psychiatrist advises dismissal, everybody dismisses. Does that answer your question?

DEAN DAWSON: Yes. Thank you.

COUNSELOR GEORGE D. SMALL (University of Tulsa): If you remember, there were several problems brought up in the Executive Committee meeting. Those problems might involve some change in the constitution. You appointed a committee to handle that problem, and your committee had one meeting. Because the Committee had a feeling that maybe the Dean of Men's functions may be changing in these schools pretty thoroughly at the present time, and we don't know just exactly what those trends are, they felt a postponement of the decision you asked for about joining other organizations and the changes in the constitution that were given to us, might well be postponed until next year; and that next year, another survey of the entire Association should be made,

and probably the pattern to be followed would be the pattern Dean Findlay followed in his survey of the Association about ten years ago. By following that pattern and making some changes that are necessary now, we might get a pretty complete picture of the change of function in the Dean of Men's organization in the next year.

There are two ways that that might be handled. A motion might be entertained that such a survey be made next year, or make a motion to the effect that this be turned over to the Executive Committee to handle as they see fit. What is your pleasure?

PRESIDENT NOWOTNY: At the Executive Committee meeting Wednesday afternoon, we appointed a committee made up of George Small of Tulsa, Wes Lloyd of Brigham Young, and Fred Turner, to study this whole problem of our name, our functions, affiliation with other organizations and so forth, and to bring back the report after a year's study.

Now, do you think that was wise, or do you want to make any other suggestion? Do I hear a motion that this committee report back to us at the Dallas meeting?

DIRECTOR SPATHELF: I so move.

DEAN WOODY THOMPSON: I second the motion.

PRESIDENT NOWOTNY: Cloyd, does that meet with your approval? We don't want to railroad anything through his administration. (Laughter) All in favor, say, "aye"; opposed, "no." Carried.

Now, I think we ought to hear from the new President. We are going to limit him to thirty minutes. (Laughter and applause)

PRESIDENT-ELECT CLOYD: Gentlemen: I remember hearing one of our older alumni tell about his experiences in the early days of college, when he entered the college as about a 16-year-old boy; and in those days before we had the kind of athletes we have now, it appeared to be the duty of every students to go out and try to make the football team. He said he got in his first game — a boy about 16 years old, very slender — and he found himself opposing a guard who weighed about 200 pounds. And he said, "After the first play, the magnitude of the thing overwhelmed me." (Laughter)

So when I think of the men who have preceded me in this office, and when I have noted the reports that have been made today, and the many functions of the dean of students, the magnitude of this thing overwhelms me; and I am going to follow the suggestion that was made to a preacher friend of mine, by a lady in his congregation.

He went to the services one morning and he had a cut on his face. This lady came up to him and said, "Reverend, what happened to your face?" "Well," he said, "Sister Small, I was thinking of my sermon while I was shaving, and cut my face." And so she said, "Well, I have just got one suggestion to make to you, Brother,

and that is, in the future, you think about your face, and cut your sermon." (Laughter).

So I am thinking about this very long, but very interesting day you have had, and therefore, I am cutting this sermon now, this speech.

But I do want to express to you my appreciation for this high honor, and I also want to join the President of the National Interfraternity Conference, in urging all of you who can possibly do so, to attend the National Interfraternity Conference in New York next fall, because we have found that that is one of the best places for the Deans of Men to make suggestions about the next year's program.

So I hope that we shall meet a large number of you at the National Interfraternity Conference, full of suggestions about the program for next year. (Applause)

PRESIDENT NOWOTNY: The Vice-President is in the audience — Dean Zumbrunnen. Is there anything you want to say about Dallas next year?

VICE-PRESIDENT - ELECT A. C. ZUMBRUNNEN: I think something happened while I was out of the room, and the train ran over me while I wasn't present. I was advised when I came back, that this very high honor had been conferred upon me.

I am not so much elated over that as I am over the fact that you are coming to Dallas next year. I am delighted with that. We want you all to come, and we will try to be entertaining. We will include the blue bonnets and blue skies and a lot of other things. But this is what I want to say: We are inviting you to come back down to Texas, where you may begin your acclimatization for the future. (Applause)

PRESIDENT NOWOTNY: Well, Fred Turner has one of his boys running a hotel down at Mt. Carmel, and they have a sign down there that hit me right in the face, which says, "Where Northern vigor meets Southern hospitality." Well, those Dallas boys — everybody says it is just like a Northern city, but they still have Southern hospitality, and I know you will all have a good time.

We have ten minutes until the four-thirty adjournment time. If you want to ask any questions of Perry Cole, Ernest Mackie or Merrill Jarchow, I will be glad to give you that ten minutes back that we somewhat caught up with, because you had this machine oiled; or we can open those windows and give you those ten minutes of fresh air, if you want to adjourn and get ready for six-thirty.

The Sage of M. I. T. hasn't said a word. Lobdell. (Applause) Do you want to say anything to this bunch of roughnecks?

MR. H. E. LOBDELL (M. I. T. Alumni Association): Mr.

President, I have nothing in particular to say, as usual. I am perfectly willing to take about twenty minutes to say it. (Laughter) But it seems to me that the one thing this organization needs more than anything else right now, is to have the windows opened, and to adjourn right away. (Laughter and applause)

PRESIDENT NOWOTNY: That is what you do when you get to be an Executive Vice-President of M. I. T., Land Grant College. (Laughter)

Well, "Lobby" we want to see you at Dallas next year, regardless of what your title will be. Even if you are President, we want to see you down there.

MR. LOBDELL: If I come down will you have Fred Turner making a speech every time I come in?

PRESIDENT NOWOTNY: Yes.

MR. LOBDELL: Then I will come. (Laughter)

PRESIDENT NOWOTNY: We have been awfully happy to have several guests here. Where is the Colonel of Sigma Chi, Colonel Wilson, is he here? The Colonel is quite a character, and he is really battling to get the old Sigma Chi lifted up scholastically. I am for anybody who tries to make it fashionable to talk about scholastics at a fraternity house. He is rough and ready. And Embury, I hope more of these boys have the same idea.

Now, did I hear a motion to adjourn?

DEAN BISHOP: I so move.

PRESIDENT NOWOTNY: We did. (Laughter and applause)

. . . The Conference adjourned at four-twenty-five o'clock . . .

BANQUET SESSION

Friday Evening, May 2, 1947

The meeting convened at eight o'clock, President Nowotny presiding.

PRESIDENT NOWOTNY: President Ruthven, Ladies and Gentlemen: The printed program of the 28th Anniversary Meeting of the National Association of Deans and Advisers of Men suggests that I am to be the presiding officer and present the Toastmaster. It should not take me but a couple of minutes to turn over the gavel to our very illustrious Toastmaster.

When I thought about this meeting on the campus with Joe Bursley in Ann Arbor, the other afternoon in Austin, Texas, I wrote down a few of the things I was going to say, and I took them to the most critical audience in the world, (glancing at his wife) and I read them to her, and she sat there and listened, and I said, "I have the little lady spellbound." She didn't say a word.

When I got through I said, "Not half bad, eh?" She said, "No, it is all bad." (Laughter)

So I cannot read any remarks that I had written down for you this evening. But through the years she had been a good soldier. After every war she has always demanded and received a bonus. (Laughter)

She came home the other day and said, "You know, every time I get in the dumps I go out and get a new hat."

I said, "I often wondered where you got those things. (Laughter)

It is always a privilege and we always look forward to this part of our program, the climax of our convention, because we have the other part of our Association present, the dynamic, the Board of Control part. And these ladies, any number of them, have asked me particularly to tell these fine ladies from Michigan how lovely you have been to them—the President's wife and everybody else. And now, you climax it all with this banquet and I know we will all remember this delightful occasion and the hospitality of the people in the University of Michigan.

These women add something to meetings of this kind. I went to a banquet not long ago where there were some women. Some of them had dresses on that were too long, and some of them had dresses that were too short, but they were all dressed to beat the band. One lady rushed up to another, and she said, "Darling, how are you?"

She said, "I am surprised you recognized me."

She answered, "I didn't recognize you, I recognized the hat." (Laughter)

And, President Ruthven, we have here ladies from every section of America, from the deep South, and from the East and from the West, and it reminds me of a story a man told me about these women. You know that in Massachusetts a woman wants to know about her prospective husband, something about his family. In California they want to know what he owns, what he has. Out in the big middle-west they want to know something about his background, his character, his religion. Down in Texas, they want to know "where is he?" (Laughter)

But will you allow me to reminisce for just a moment. I am sort of like the fat girl climbing through a barbed wire fence — a couple of points and I am through. (Laughter)

I am not going to be like a man in my chapel who used to say, "Now, finally, but not immediately." (Laughter)

But in reminiscing in my little swan song, I can recall just a few high spots of these 21 years I have been privileged to attend, as a country boy from the deep south, deep in the heart of Texas. And yet, there are a few things that stand out in my memory, as they do with a majority of these men who have attended these meetings.

I love shrines. I like to go to the tomb of the unknown soldier, to the last resting place of Abraham Lincoln, to the Alamo, and to me, Urbana and the University of Illinois will be a shrine because I will remember it always; the privilege we had of unveiling that beautiful portrait of Tommy Clark, and then the old fellow Davis and his gang at Purdue last year. We will always remember Purdue as a shrine because of the privilege we had there to tread on holy ground, where once was our beloved Stanley Coulter.

And to me, in my little family, Madison, Wisconsin and the University of Wisconsin will always be a sacred, lovely memory, because one of the grandest men I know, for 40 years, ruled over the destinies of that great gang of rebels in Wisconsin. And then, of course, to me, coming to Ann Arbor will be another shrine, and the University of Michigan to me will always be a shrine, because of the man—I cannot tell you how many times I have gone to him for personal advice and counsel about my job when things looked pretty black, and how much time he has given to me, and given me courage and strength to go on. And so, to have the privilege and honor to be on his campus is something that we will all cherish and remember with a great deal of pride and pleasure.

It seems to me that men come and go in this organization. One of them was like a dad to me for 25 years; my boss and my friend and counselor. They come and go. Yet, there are certain things that are eternal and imponderable and intangible about this organization, and I think it is because of what these four men that I have named have built as a foundation for us younger

men to build upon, and we cannot let them down. We have to make this thing live and grow.

For example, we had one section meeting last night where the schools in just that one group represented some 290,000 college students. Someone has said that science has made of the world a neighborhood. But I think it is only men like you who can make us neighbors, and I think we can if we will follow the principles that we have been taught by these great characters.

They will be proud to have given us the torch, and they will be proud of the job we will do as they did in the years in the past.

Now, before presenting this Toastmaster, I think there is one thing I should do. We introduced our officers for 1948 this afternoon, but I think the rest of you folks ought to know who they are. We are kind of proud of them.

Dean Cloyd from North Carolina State, sir, the new President. Will you stand up. (Applause)

And then, another president, a man who will retire at the end of the meeting at Dallas next year, who has been a grand old man in this Association for 21 years, Dean A. C. Zumbrunnen. He is from S. M. U., our Vice-President. (Applause)

And our host for 1948, and the Dean of Students at the University of Illinois, our Secreatry, efficient, able and on the job, Fred Turner. Take a bow Fred. (Applause)

Now to get to the job that you hoped I would have done five or ten minutes ago. The Toastmaster is going to take over, and it is on his neck from here on out. The only man who has ever served this organization as President for two terms, and six years as Secretary, who has represented this Association in the American Council of Education in N.E.A., with the Disabled Veterans Association, and various other meetings, a man with his feet on the ground and his eyes on the stars, a great guy in my book, one of keenest men I know, Dean of Students at the University of Akron, Don Gardner, your Toastmaster. (Applause)

. . . Dean Gardner assumed the Chair . . .

TOASTMASTER GARDNER: President Ruthven, "Shorty", Ladies and Gentlemen: I did not expect to get an introduction like that. The reason that I am here as Toastmaster is because there is no one here who is able to introduce a table of this size without making a mistake. Since I had made so many, they thought that it wouldn't make any difference. (Laughter)

Then Joe Bursley lost his nerve and said, "I had better write them out for you." So I will read the guests from right to left.

Dr. Adams, you know — the provost. (Applause)

The only part of the Nowotny family which makes any difference, Mrs. Nowotny. (Applause)

And Fred, of course is always here. Fred Turner. (Applause)

Mrs. Walter, the ladies know her. The gentlemen may not. (Applause)

Now, up to the hills of New England for "Pudge" Neidlinger, our Vice-President this year. (Applause)

The President of the University, Dr. Ruthven. (Applause)

I don't dare miss the next one. Mrs. Gardner. (Applause)

And Joe. If there is anyone here who doesn't know him, you shouldn't be in the room. (Applause)

And Scott Goodnight of Wisconsin, of course, you all know. (Applause)

Mrs. Ruthven. (Applause)

Mr. Walter, of course, our host. I am sure you all know him. (Applause)

Dean Gauss of Princeton. (Applause)

Mrs. Adams. (Applause)

Mr. Embury of the National Interfraternity Conference. (Applause)

A toastmaster is supposed to tell jokes and you put me up against this short thing here and expect me to tell jokes. So I will tell just one about a bishop. It is perfectly all right. (Laughter)

This bishop came to a town to deliver two lectures, and he wanted to use the same jokes—not being like "Shorty." So he asked the press to please not report the jokes of his morning address in the evening paper. And so, one little rookie reporter with an afternoon paper rushed off after the address was over, wrote up the morning address and then ended it with the statement that the bishop told some stories which could not be published. (Laughter)

And after all the stories you have had in the last couple of minutes with the Texas Longhorns running this thing, I am sure that you will pass them up.

Our program tonight is going to be relatively brief, and this introduction business always bothers me. It seems a little ridiculous to put a group of us up here and then introduce each other to each other. Deems Taylor tells the story which I think fits in pretty well on this occasion. He and Mrs. Taylor entered a contest to see who could write the best Christmas card. They worked very hard, did the Taylors, and so came Christmas. They sent out this card: "Mr. and Mrs. Deems Taylor announce the birth of Christ." (Laughter)

So, tonight without further ado, I present the grand old man

of the Association, Dean Scott Goodnight of the University of Wisconsin. (Applause)

DEAN SCOTT H. GOODNIGHT: Mr. Toastmaster, President and Mrs. Ruthven, Ladies and Gentlemen: Heavens, what an introduction! (Laughter)

One of our local stories at Wisconsin refers to the occasion when an upstate knife and forkery chairman wrote down to President Frank, asking that a university speaker be sent out for a special occasion. And he added the suggestion that they did not want anything lower than a dean. (Laughter)

Glenn Frank, who rarely passed up the occasion for a wisecrack responded nicely that he was sure he could accommodate him, for we did not have anything on the campus any lower than a dean. (Laughter)

So, aside from the guests assembled, I realize that I am addressing tonight a hard working, but much maligned and lowly fifth estate in university circles — the deans.

But I want to take from the last paragraph of Fred Turner's March News Letter to us, in which he raises the question of "Whither is this Association, N.A.D.A.M., bound?" It is a very important question at the present time, for, as Freddy points out, we are asked to merge with the Personnel Association. We are also asked to open our membership to all and sundry, including deans from small institutions of all kinds, even Junior Colleges.

We have, then, as I see it, three choices: 1. We can sit tight, limit our membership and carry on as heretofore. 2. We can merge with the National Personnel Association, become one ring in its ever expanding circus, gradually lose our identity and eventually be *spurlos versenkt*. Or 3. We can open our doors, treble or quadruple our membership and become a sort of A. F. of L. national convention, where elections are fixed in advance, where a few big shots give us the works and where nothing is expected of the common member but to see that his institutional dues are promptly paid, to vote as he is told, to applaud what the bosses tell him and in all else to keep his fly-trap jolly well closed.

I trust that my characterization of the issues involved has in no way betrayed my personal views in the matter. (Laughter)

In my estimation, we should lose inestimably by submerging ourselves in a large association. In a two and half day convention, we now have difficulty in getting through our program. If we should join a large association, spend a big share of our time in considering its general problems and limit the discussion of our own affairs to a sectional meeting or two, my feeling is that the interest of our members would soon flag, there would be too little profit in it for them.

If it is the inevitable logic of the situation that personnel organiza-

tion is the complete answer to all campus problems and that administration of student affairs is no longer essential, then we might as well disband and join the Personnel Association as individuals; our functions as an Association are ausgesetzt.

I, for one, don't believe it. Personnel work, with its testing, scoring and patient case-history analyses, is very helpful, indeed, in diagnosing the difficulties of individuals and in supplying the information upon which sound counselling and guidance may be based. But personnel leaders tell us in all their literature that the counselling itself is the very heart of the personnel program, and all admit the importance and the difficulty of securing and training enough good counsellors. I wonder whether you remember good old Stanley Coulter's experience with faculty advisers? I quote from one of his old addresses:

"We have tried at Purdue all sorts of mechanical devices for the guidance of incoming students. For example, we tried the plan of assigning freshmen in small groups of advisees to various faculty members who were supposed to guide aright the scholastic careers of their charges. But about 20 per cent of these advisers were over zealous and caused unnecessary disturbances. Another 20 per cent were narrow-minded and ineffective. Fully 50 per cent were lazy and indifferent. The remaining 10 per cent did their work well.

"Students have impulses, and especially is this true of young boys, but after all they are on the whole open-minded. Faculty men, on the contrary, have prejudices and are narrow-minded. For these reasons, the plan just described has, with us at least, proved a failure.

"The only real remedy that I see for the situation is a real dean of men." That closes the quotation.

To be sure, this address was delivered before the days of the recently developed personnel work involving the selection and training of counsellors. But even so, I should not want to alter greatly the dean's percentages for the present day. There is a gentleman on the Wisconsin faculty who considers himself the best adviser on the campus. I have heard him admit it in a moment of overweening modesty. But I have also heard from advisees of his of his dictatorial methods, of his intolerance of the opinions of others, of his contempt for personnel work and everything that pertains thereto and for virtually everything else outside of his own field of study, in which he is an acknowledged authority, and I consider him to be one of the poorest advisers on the campus. It is perfectly remarkable how different a stuffed shirt can appear when viewed from the outside. (Laughter)

But what I am getting at is that the number of faculty members who are really well fitted for counselling, who are really interested in it and who are willing to devote time and energy to studying the techniques of counselling and doing a good job of it, is relatively

small and it always will be. Human nature is like that. The dean of men must be a good counsellor, able to deal with the individual case and to do it effectively, but his job goes far beyond that. He has to counsel with and guide groups of students, fraternities, activities, self-government groups, the whole complicated composite of a university campus, and the recipe for that simply has not been evolved as yet; not even by the personnel leaders themselves. That excellent recent compilation, "Student Personnel Work in the Post-War College," one of the American Council on Education studies, says frankly, under the heading: "Problems of Social Control":

"The problem of control and supervision, in relation to the function of counselling, will be a tough one. Take the pre-war campus regulations regarding the use of automobiles, social chaperonage, the use of liquor, sex relations, possession of firearms, gambling. Are the ex-service men and women and the other older returning students who have lived independently during a period of employment likely to yield easily to such controls? How far shall the college attempt to abide by previously established regulations? And how far shall it yield to a new spirit? And shall the college, if it does yield, grant greater freedom to all concerned, the high school senior and the veteran of foreign wars, and the freshman girl and the woman of wide experience?

"Each college will probably have to shape and reshape its answers to these questions in terms of the composition of its own community population. No final or definite answers can be offered here."

Exactly. But that same tough job that the personnel experts leave to the individual campus, is the very one that will inevitably be assigned to the dean of men or dean of students. Change his title, if you will, but he is indispensable in the set-up, and this Association is indispensable to him. My vote is definitely for the continuation of this Association as is and against a merger with a larger one.

Not that I would for one moment be understood to oppose the personnel movement. Far from it. The dean of men must be one of the best trained personnel men on the campus and utilize the facilities that personnel work offers to the fullest extent. But he has a wider function that he must carry on as well, and for that work he needs what he gets from the meetings and the work of this Association.

Now to the proposed expansion, for a moment. Again I find myself in revolt against the idea. Perhaps inconsistently so, for I frankly admit that if I were a dean of men in a small college or junior college, I should covet the privilege of membership here and should expect to profit by it, so I sympathize fully with the desire of these gentlemen for admission.

On the other hand, I recall so vividly sitting at a table in

personal conference with the leaders in our field, their incisive discussions of our most intimate problems, and the practical values we derived from this experience, that when I contrast those meetings of the first dozen years of our organization with those of today, I feel that this Association is even now too large for its own good.

I was a member of another conference for 25 years that is in many ways comparable to ours. It is the Association of Deans and Directors of Summer Sessions. We met for the first time right here on the Michigan campus in the autumn of 1917, during the World War I. That was an invitational meeting with, as I recall it, some 16 to 18 sessions represented. Two years later, we organized and adopted a constitution that is still in effect. In it, we anticipated the very difficulty that now confronts us. We knew that there were, even then, literally hundreds of summer schools in all sorts of small colleges, academies and particularly normal schools and that more were springing up like mushrooms after a rain in every part of the land. Admission of all of these that might have sought it would have brought about complete chaos, for their problems and interests were in many ways quite dissimilar to ours. We, therefore, limited membership in our Association to institutions that were offering a real program of graduate work in summer session.

That has had the desired effect. The Association has met annually since 1919, the last meeting being held last November in Madison. It now has about 38 members, and their meetings are still, in great part, made up of informal, round-table discussions. It is my feeling that they handle their business today more effectively and more advantageously to their individual members than we do with our big membership and our big conventions.

Now, I am perfectly prepared to have these views of mine branded as old fogyish and ultra conservative, and that will doubtless be a correct classification; for as Shakespeare so beautifully expressed it:

*"I'm just an old timer,
A little passe,
And the glory is gone
Of an earlier day.
I've seen quite a bit
On this dingbusted shore,
And some sights that I see
Nowadays make me sore."*

Even in more youthful days, I was never a radical or an extremist. I have always been a somewhat stodgy middle-of-the-roader. I was never a Progressive in Wisconsin. I have never climbed aboard the "liberal" bandwagon. In my own opinion, I am as progressive and liberal as a man ought to be. I want to progress, but I want to know first that what I am progressing to is really better than what we have. I try to observe the Biblical injunction to hold fast

to that which is good until I know that what I am asked to go over to is really better. Your professional Progressive, on the contrary, is always ready to throw everything we have out the window and rush off after something new, before he knows whether it is good, bad or indifferent; and I cannot see that point of view, and I have never been able to believe that all motion is progress.

To my dull mind there is no spectacle more amusing than to watch a bunch of "glibberals" — of the Henry Wallace type, for example — gleefully chasing their own tails in giddy spirals under the fond delusion that they are getting somewhere, when in reality they are only getting dizzy.

So, as far as I am concerned, I shall be perfectly resigned and accept it quite peaceably and harbor no grudge if you brand me as an old foggy and my views as mid-Victorian. That is probably a just verdict. But I am glad to record with you my old-fashioned opinion that the dean of men or of students or whatever you may call him is still and will continue to be one of the most essential officers on the university campus and that this association should be preserved for him and by him as one of his most valuable assets.

Now, I feel I should apologize to the guests of this group for inflicting upon them a talk which really would have a better place in one of the business sessions of the conference.

For tonight, at this dinner meeting, we have another likewise very important, likewise very timely subject to consider. A certain G. I. Joe, who has been a willing and valuable private and a fine officer in this association for many years, is to be admitted to that most highly selective and exclusive inner circle we have — the emeriti.

The old fire chief, who had served in the department forty years, was retiring and the boys prepared a gala send-off for him. The Committee bought him a shiny new fireman's axe as the most appropriate present they could think of and notified one of the boys that he was to make the presentation speech and the chief that he was to respond.

Both toiled for days over their speeches, but when the great occasion came, they both got stage fright. The presenter, after swallowing his tonsils and stammering incoherently for a few minutes, suddenly blurted out: "Well, there's yer damned axe, Chief!" And that so startled the old chief that he could think of nothing in the world to say but: "Oh, hell, do I get the axe?" (Laughter)

Well, Joe, I am here to tell you that it isn't half as bad as that. In fact, after two years of retirement, I want to tell you that it isn't bad at all. It is perfectly swell; and I call upon Dean Christian Gauss to verify that statement for me.

. . . At this point in his address, Dean Goodnight received a telegram, and he excused himself in order to read it . . .

DEAN GOODNIGHT: Why, look, Joe, this concerns you. Listen to this:

"NEW YORK, MAY 2, 1947
SPEAKER, DEAN'S BANQUET
MICHIGAN UNION

4:56 P. M.

"SIR: AM INFORMED FACISTIC ELEMENT IN MICHIGAN REGENTS FORCING RETIREMENT OF DEAN BURSLEY BECAUSE HE PROTECTS AYD ON CAMPUS. (Laughter) UNDERSTAND HE WAS HELPFUL IN BIG GM STRIKE TOO. OUR BOYS THERE REFER TO HIM AFFECTIONATELY AS UNCLE JOE. (Laughter) WE NEED A GOOD MAN NOW AS ASSOCIATE EDITOR OF AMERICA'S FOREMOST LIBERAL JOURNAL, THE NEW REPUBLIC. (Laughter) SUGGEST HE WIRE ME IF INTERESTED. SHALL WELCOME HIM AS COMRADE.

(Signed(HENRY WALLACE"

(Laughter and applause)

Well, Joe, I don't believe a word of it. That bears all the earmarks of a Communist smear attempt. And if it isn't that, if it is the real McCoy, then Henry has just done another wrong way Corrigan, and he's done more of them than any other guy that ever got into public life in America.

Why, we all know that Joe is a good Republican, a Mason, a Mayflower descendant, an Episcopalian, a free enterpriser and an ex-colonel of World War I. Not a soul in this room is going to believe one minute that you have been truckling with Commies. So just forget it, Joe, and wire Henry to go take a high wide and fancy swan dive into the Hudson River.

Joseph A. Bursley, then a professor of engineering, was appointed Dean of Students at the University of Michigan in 1921. He took over the chairmanship, and therewith the principal functions of the Senate Committee on Student Affairs. His official appointment specified his duties as being—and I quote—"Friend, counsellor and guide to the student body with general oversight of its welfare and functions." Just how much that danging appendix "with general oversight of its welfare and functions" included, on a campus as big as that of Michigan, an outsider would never guess.

One of the first big jobs he had, and it was a very important one in 1921, as it is today, was the handling of men's housing, and he threw himself into it with characteristic vigor and efficiency. He was responsible for new housing regulations; he drew up the standard contract forms that are still in use today, and he drafted the requirement that freshmen live in dormitories or approved lodging houses.

Then came the matter of bringing some order into the welter of

student activities; then ditto among the fraternities; then — and I remember well the day during a meeting of this Association in Atlanta, when Joe received a telegram from the President at Michigan, notifying him of a ghastly auto accident in which half a dozen Michigan men had met death — the auto driving ban with all the difficulties incumbent upon its proper enforcement.

Then a Union project, this splendid building in which we are meeting. Dean Bursley was chairman of the original committee to get the undertaking started; he was one of the campaign directors; later, chairman of the building committee; for several years after the building was erected, its financial secretary; since then, a member of its Board of Directors. Then a big Residence Halls program and a post on its Board of Governors.

These are some of the many special assignments he has had outside the regular run-of-the-mine jobs that go with the office — loans, scholarships, employment, discipline, counselling, ex-officio membership in the Senate, the Council, the Board of Control of Publications, and all sorts of special committees and standing committees of the University.

Now, how has Dean Joseph A. Bursley measured up under this heavy program of day to day work plus an extraordinary number of special assignments of such magnitude? Has he come through with universal acclaim at all times and unscathed by criticism? He has not — even as you and I.

The Angel Gabriel himself could not come down from Heaven, take over as Dean of Students on a big campus like this, do a good job and have everybody love him all the time! It cannot be done. If a bunch of unruly students pulls a fast one, one set of sideline critics bellows, "The dean should have been able to anticipate and prevent it." They say, "What is he there for anyway?" If the dean cracks down, another set bewails his cruelty and lack of understanding of youth in true sob-sister style. If he doesn't crack down, the I-told-you-so he's-afraid-of-the-cars have a big inning.

If he kicks a Senator's dissolute son out of the University, the Regents wail that he is endangering the University appropriations; if he doesn't kick him out, his name is mud with a probably small but exceedingly vocal liberal element in the student body that howls in anguish over this awful example of base truckling to the power of wealth and political expediency. If the dean holds a tight rein on fraternities, he is a killjoy, and a poor sport who is too old fashioned and behind the times to realize that boys must be boys. If he checks extravagances in the student paper, he is a foe of the freedom of the press and a violator of the Bill of Rights.

How has the Dean at Michigan held up under all this sort of thing? Well, one answer is that he has been on the job 26 years, has held his own, has administered the regulations fairly and fearlessly and has won the tung oil can award. That means, in Michigan parlance, as I am told, that the recipient is gifted with persuasive

powers adequate to pouring oil effectively on troubled waters. Dean Bursley is credited with having thus quelled several incipient student riots.

As to his standing in the university community today may I offer the testimony of a Michigan faculty member? This is not a colleague in his department, but a professor in the University of Michigan:

"Dean Bursley has been, as we well know, a most conscientious and efficient dean, a most faithful counsellor, guide and friend to the student body. He has had his ups and downs like all who are in this work, but he has always stuck to the job and to what seemed to him to be the right and honest thing to do. And though he has had to take criticism from students, colleagues and the public at times, the course of things has justified his acts and way of doing the business. And he has earned the esteem and good will of the student body and of others, which I am sure he has held now for a long time. I have always had the highest esteem and respect for Joe Bursley. Michigan loses in him one of her finest, truest servants."

And another colleague writes: "Worries apparently haven't troubled him very much; it is extremely difficult to find a grey hair on Joe Bursley's head." Well, they cannot quite say that of me yet. (Laughter) I guess it won't be long now.

. . . Another telegram was delivered to Dean Goodnight which he opened . . .

DEAN GOODNIGHT: Hmm! Hmm! Joe, this one is from an admirer; yes, from a colleague, from a fellow dean — Dean Hiram Turnipseed of Catawba College, Piney Knob, Arkansas. He says:

"IN MY SMALL WAY AND IN MY HUMBLE SPHERE, I HAVE TRIED HARD TO FOLLOW IN DEAN BURSLEY'S FOOTSTEPS. I TRIED BANNING AUTO DRIVING BY STUDENTS, BUT THEY DRIVE SO FAST I CAN'T CATCH THEM. I TRIED CLOSING FRATERNITY HOUSES WHEN THE BOYS GOT IN DEBT, BUT THE OPA WOULDN'T LET ME. I TRIED KEEPING WOMEN OUT OF THE UNION BUT WOMEN ARE IN A MAJORITY ON OUR GOVERNING BOARD. I TRIED HEAVY HANDED DISCIPLINE AND THE BOARD ALMOST FIRED ME. HOW DOES HE DO IT? PLEASE CONGRATULATE HIM FOR ME ON HIS RETIREMENT. I'M TIRED TOO. (Laughter)

Well, Joe, that raises a question that has been in the minds of a lot of us. How have you done it, done it so well, and for so long? Through wars, prosperity and depression Uncle Joe has carried on, helping the unfortunate, cheering the lonely, guiding the confused and restraining the unruly. And always with a real interest in the welfare of the student; always with cheerfulness, good nature, always with a smile.

From a work called "Harvard Celebrities," I should like to filch

a bit of doggerel to quote just here, and I suggest that, as I recite it, you apply it to our guest of honor tonight:

"Of all the sprightly figures that adorn the college scene,
The most supremely genial is our own beloved dean.
He'll kick you out of college and he'll never shed a tear,
But he'll do it so politely that it's music to the ear.
He meets you in the anteroom and grasps you by the hand,
He shows you to an easy chair and begs you not to stand.
'Good morning, Mr. Sporticus! How is your Uncle Jim?
I used to know him well at school; you look so much like him.
And you're enjoying college? Yes? Indeed, I am so glad.
Let's see. Six E's! Impossible! How very, very sad!'"

Ladies and Gentlemen, I am sure I speak for every one of you present here this evening, as well as for thousands of Michigan men, not only here on the campus and in Ann Arbor, but scattered around the world, when I salute tonight, our genial Joe Bursley, when I felicitate him upon a superb service of many years to Michigan, to Michigan men, to the members of this Association and to the academic world at large, and when I wish him in all sincerity a continuation of health and happiness for many years in the period of leisure which is now to be him.

And Joe, the boys of this Association do not want to be forgotten. Perhaps I ought to say that every and every one of them, did time permit, would be pleased and happy to come up here and pay you a tribute and tell you what he thinks about you in your grand work. That being impossible, for want of time, they have committed it to paper. They have each cheerfully, eagerly, grasped at the opportunity to write to you a personal letter, a letter of friendship, assuring you of how they feel with regard to your loyalty, your grand service, your work in this Association. This booklet has been tastefully bound up in a little volume, a memorial volume, which I will ask to present to Dean Joe Bursley at this time, with the compliments and the good wishes of this Association.

. . . The audience applauded as the memorial volume was presented to Dean Bursley . . .

TOASTMASTER GARDNER: Joe says that he did not want to say anything, but I think that he must. (Applause) What do you say?

. . . The audience arose and applauded . . .

DEAN BURSLEY: I not only don't want to, but it is almost impossible for me to do so. I think that Scott Goodnight must be on the staff of Mr. Hoover, because he certainly has been digging into the past, and has found out some things which I thought no one knew.

When I see this gathering here tonight, I cannot help but think of the first meeting which I attended. It was two months after I had been appointed as Dean of Students, in April, 1921, and the meeting was at Iowa City. I was pretty green, and I was rather

hesitant about going out there alone. I didn't know what the rest of these Deans were like. The man who had been Chairman of the Committee on student affairs was Professor Lewis Strauss, and he had been at two previous meetings. This was the third meeting of the Association, and I asked him if he wouldn't go out with me, to hold my hand. He assured me that that was not necessary. And when I got out there I found that it wasn't.

There were about twelve men there of whom Scott Goodnight was one, and they were all friendly and some of my best friends were made at that time. Three years later, we had the meeting here at Michigan, in 1924, and there were 21 members of the organization here at that time. Tonight, and at the meeting this week, I understand there have been about six times as many present. So that shows what a growth this organization has had in the last 25 years, or almost that.

I don't know how to tell you how much I appreciate what you have said and done, and how much I appreciate the privilege which I have had to be associated with you men from all over the country and to be associated closely with the administrative officers and the other members of the faculty here at Michigan. It has been a wonderful experience. As Scott has said, it hasn't been all beer and skittles. There have been times when the going was pretty tough, and I wondered whether life was worth-while. But now, as I have reached a time to turn the reins to my successor, I have made up my mind that it was worth-while, and well worth-while, because where could anyone find a better or more loyal group of friends than I have here tonight?

I only hope that I may have the privilege of meeting with you as many times in the future as I have in the past. That is going a good deal, because I have been meeting with you for 26 years, and I don't know whether it will be possible to meet with you for another 26 or not, but at least that is what I should like; and to Mr. Henry Wallace, I think that I would have to reply that I am otherwise engaged. (Laughter)

And to the Dean of—what's the name of that college?—Catawba College—well, Catawba grapes are pretty good, but I don't know about Catawba College. I think I pass that up.

But to all of you here, I thank you from the bottom of my heart. (Applause)

TOASTMASTER GARDNER: I dislike to inject a discordant note in this lovely evening, but since, as you all know, I am noted for my tact and my diplomacy, I have been asked to bring up a matter of business. The Executive Committee, as you know functions during the interim between conventions. For the past year it has been conducting a secret investigation and I have been asked to bring up this problem with the permission of our guests and the President of the University; because it was felt that the meeting

was too long this afternoon, and I have been asked to read to you a resolution, which we will have to vote upon. If you will bear with me, I will have to read it, since it has been nearly a year in composition:

"Whereas, it has been evident for the past several years that certain members of this N.A.D.A.M., sometimes called 'N. Adams' or 'Na Dams,' have been shirking certain responsibilities and duties, and

"Whereas, the aforementioned members have been found to have used various devices and excuses to avoid said duties to the rest of the members, such as attempting to retire from work and assume the title of Emeritus, take retirement furloughs or terminal leaves for years at a time, or assuming such derogatory titles as Dean of Alumni or Vice-President of Alumni, and

"Whereas, such despicable practices have been conceived with the idea of depriving the forlorn souls in this Association of their invaluable advice, years of experience, help and the warm friendship of said small group; therefore be it

"RESOLVED: By this Association, that Messrs. Goodnight, Bursley, Lobdell, Gauss, Field, Culver, Melcher, Nicholson and Metzger shall be called to the bar of justice and there—after having it explained in words of one syllable that said bar is not one of liquid refreshment—be charged with hereafter giving to one and all of us at any time and place the benefit of their help on such sundry matters as we desire, and hereafter be forever barred from referring to their ancient status and from griping about how useless and helpless and ignorant they are concerning so-called Deans' work. And be it further

"RESOLVED: That they shall from this time forth be organized into an inner circle known as the NaBobs, and be empowered with the rights and privileges of criticism, interruption of any and all speeches and reports at any time and in needling of any and all members any place and anytime; and be it further

"RESOLVED: That said NaBobs shall be hereafter referred to by that title and not by such false designations as emeritus, Vice-Presidents, etc., and that the title NaBob shall stand for the National Association of Best Old Bulls, (laughter) with the motto of 'Illegitmas non carborundum,' and said individuals shall be invested with suitable insignia to be worn at all our meetings as evidence of our admiration, affection and appreciation for the years of loyal devotion to their students, their institutions and particularly to this Association."

What is your pleasure? All those in favor say, "aye."

The 28th Anniversary Meeting is hereby adjourned. (Applause)

... The meeting adjourned at nine o'clock ...

APPENDIX A

Official Roster of Those in Attendance at the Ann Arbor Meeting

Name	Institution	Title
Abel, E. Glynn	Southwestern La. Inst.	Dean of Men
Alderman, William E., Jr.	University of Cincinnati	Assistant Dean of Men
Alter, Foster E.	University of Miami	Dean of Men
Anderson, John P.	University of Arkansas	Dean of Students
Anderson, Melvin A.	Michigan State College	Counselor
Baker, E. M.	M. I. T.	Dean of Students
Baldwin, Frank C.	Cornell University	Counselor of Students
Bates, Robert E.	Va. Polytechnic Inst.	Director of Student Affairs
Bayley, Francis C.	Denison University	Dean of Men
Beaty, R. C.	University of Florida	Dean of Students
Biddle, Theodore W.	University of Pittsburgh	Dean of Men
Bishop, Robert W.	University of Cincinnati	Dean of Men
Blee, Myron R.	N. Ill. St. Teachers College	Associate Dean of Men
Blocker, Clyde E.	University of Tulsa	Assistant Counselor of Men
Bostwick, J. L.	University of New Mexico	Dean of Men and Director of Student Personnel
Bosworth, E. F.	Oberlin College	Dean of Men
Brailey, L. G.	Marshall College	Dean of Men
Brown, George K.	St. Lawrence College	Dean of Men
Browning, Harold W.	Rhode Island State College	Dean of Men
Bunker, Philip E.	Boston University	Director of Student Activities
Bursley, Joseph A.	University of Michigan	Dean of Students
Bursley, Philip E.	University of Michigan	Counselor to New Students
Chase, Daryl	Utah State Ag. College	Dean of Students
Cloyd, E. L.	N. Carolina State College	Dean of Students
Cole, Perry	Louisiana State University	Director of Student Life
Congdon, Wray H.	Lehigh University	Dean of Undergraduates
Crosby, Howard J.	Rutgers University	Assistant Dean of Men
Crowe, S. E.	Michigan State College	Dean of Students
Culver, M. S.	Union College	Dean of Men
Curtin, E. G.	Rutgers University	Assistant Dean of Men
Curtis, Paul	Richard C. Knight, Insurance	Representative
Daugherty, J. Fenton	University of Delaware	Dean of Men
Davis, George E.	Purdue University	Director of Student Affairs
Dawson, Eugene E.	Kansas St. Teachers College	Dean of Men
Deakins, C. E.	Ill. Inst. of Tech.	Director of Student Services
DeMarino, Daniel A.	Pa. State College	Assistant Dean of Men
Dils, Eugene W.	Washington State College	Director of Student Affairs
Dirks, Louis H.	DePauw University	Dean of Men
Dowling, Leo R.	Indiana University	Assistant Dean of Students
DuShane, Donald M.	Lawrence College	Dean of Men
Ebert, C. H., Jr.	University of Pittsburgh	Director Placement Bureau
Embury, David A.	Nat. Interfrat. Conf.	Chairman
Eppley, Geary	University of Maryland	Director of Student Welfare
Farber, Robert H.	DePauw University	Director, Rector Scholarship Foundation
Fariss, Walter B.	University of Michigan	Veteran Coordinator.
Farrisee, William J.	Clarkson College of Tech.	Dean of Men
French, Arden O.	Louisiana State University	Dean of Men
Galbraith, M. J.	Univ. of Ill., Galesburg Div.	Director of Student Welfare
Gardner, D. H.	University of Akron	Dean of Students
Gauss, Christian	Princeton University	Dean Emeritus
Glos, Ray E.	Miami University	Dean, School of Bus. Admin.
Goodnight, Scott H.	University of Wisconsin	Dean Emeritus

APPENDIX A (Continued)

Griffin, Robert S.	University of Nevada	Dean of Men
Griffin, Russell A.	Western Reserve University	Dean of Men
Guess, R. Malcolm	University of Mississippi	Dean of Men
Guthrie, W. S.	Ohio State University	Junior Dean
Guy, John A.	Illinois Wesleyan University	Dean of Men
Haatvedt, R. A.	Luther College	Registrar
Hagerman, Gordon A.	University of Akron	Adviser of Men
Hampton, V. J.	University of Illinois	Assistant Dean of Men
Hanson, Ernest E.	N. Ill. St. Teachers College	Dean of Men
Harper, W. C.	University of Nebraska	Asst. Dean of Student Affairs
Helser, M. D.	Iowa State College	Dean of Junior College and Director of Personnel
Hindman, Darwin A.	University of Missouri	Director of Student Affairs
Hocutt, John E.	William and Mary	Dean of Men
Holland, Jack	University of Texas	Assistant Dean of Men
Holter, F. J.	Hiram College	Dean of Men
Hubbell, Garner E.	Principia College	Dean of Men
Huit, Marion L.	State University of Iowa	Asst. to Dir. of Student Affairs
Hunkins, Maurel	Ohio University	Dean of Men
Hunt, Everett	Swarthmore College	Dean
Huntley, C. W.	Union College	Dean
Isen, Joe J.	.....	Conference Reporter
Jarchow, Merrill E.	Carleton College	Dean of Men
Johnson, Gustav E.	Beloit College	Dean of Men
Johnson, Theron A.	University of Minnesota	Dir., Student Activities Bur.
Jones, W. Powell	Western Reserve University	Dean of Adelbert College
Julian, J. H.	University of South Dakota	Dean of Student Affairs
Keeney, Albert L.	University of Wyoming	Dean of Men
Kendig, Perry F.	Muhlenberg College	Dean of Students
King, Tom	Michigan State College	Counselor of Men
Klopf, Gordon J.	Wayne University	Counselor
Knapp, A. Blair	Temple University	Dean of Students
Knox, Carl W.	University of Illinois	Supervisor of Temporary Housing
Lattig, H. E.	University of Idaho	Director of Student Affairs
Lavelly, Horace T.	Allegheny College	Dean of Men
Leith, J. D.	Lehigh University	Asst. Dean of Undergraduates
Lloyd, Wesley P.	Brigham Young University	Dean of Students
Lobdell, H. E.	M. I. T.	Executive Vice President, Alumni Association
Lucas, John W.	University of Omaha	Dean of Students
Mackie, Ernest L.	Univ. of North Carolina	Dean of Students
MacLean, Charles W.	Westinghouse Electric Corp.	Manager, Education Dept.
MacMinn, Paul	University of Oklahoma	Director of Student Affairs
Mallett, Donald R.	Purdue University	Asst. Dir. of Student Affairs
Manchester, R. E.	Kent State University	Dean of Men
Martin, Edwin R.	Texas University	Asst. to Dean of Student Life
Marshall, G. E.	University of Iowa	Assistant Dean of Students
Matthies, Roland C.	Wittenberg College	Men's Adviser
McCreery, Otis C.	ALCOA	Director of Training
McGuigan, Roland F.	Northwestern University	Counselor to Men
Medesy, William A.	Univ. of New Hampshire	Dean of Men
Meldrum, James A.	N. Ill. St. Teachers College	Acting Dean of Men
Melvin, Harold W.	Northeastern University	Dean of Students
Mercer, Sherwood R.	Muhlenberg College	Dean of Faculty
Miner, Robert J.	Miami University	Director of Student Affairs
Mitchell, Herbert H.	University of Alabama	Asst. to Dean of Students
Moyer, Donald H.	Cornell University	Asst. Dir. Veterans Education
Musser, Malcolm E.	Bucknell University	Dean of Men
Neidlinger, L. K.	Dartmouth College	Dean of College
Newhouse, Dean	University of Washington	Director of Student Affairs
Newman, J. H.	University of Virginia	Dean of Students

APPENDIX A (Continued)

Noffke, Frank E.	Case School of Applied Sci.	Assistant Dean
North, Sidney B.	Alpha Phi Omega	National Secretary
Nowotny, Arno	University of Texas	Dean of Student Life
Olmsted, C. T.	University of Michigan	Assoc. Prof. of Engr. Mech.
Overholt, Milton	Ohio State University	Mgr. Vets. Housing Project
Park, J. A.	Ohio State University	Dean of Men
Parks, Donald G.	University of Toledo	Personnel Director
Pealy, R. H.	University of Akron	Assistant Registrar
Peck, Gerald W.	University of Illinois	Assistant Dean of Men
Pershing, John J.	Georgia Tech.	Assistant Dean of Students
Piskor, Frank	Syracuse University	Dean of Men
Pitre, Thomas D.	M. I. T.	Dean of Freshmen
Rackham, Ernie N.	University of Colorado	Special Asst. to President
Rahn, Stanley W.	University of Illinois	Supervisor, Off Campus Housing
Rea, W. B.	University of Michigan	Assoc. Dir., Off. of Student Affairs
Reid, Juan	Colorado College	Dean of Men
Ricks, Victor E.	University of Oklahoma	Acting Counselor of Men
Roberts, David H.	Western Reserve University	Counselor of Admission
Rollins, J. Leslie	Harvard Grad. Sch. of Bus.	Assistant Dean
Rosenclanz, Howard A.	Michigan State College	Graduate Study
Ross, Mylin H.	Ohio State	Assistant Dean of Men
Shaffer, Robert H.	Indiana University	Assistant Dean of Students
Sherman, Philip S.	University of Akron	Assistant Dean of Students
Shoemaker, R. L.	Indiana University	Dean of Students
Shout, Howard F.	Wayne University	Counselor
Sikir, Henry J.	University of Alabama	Assistant to Dean of Students
Slifer, H. Seger	Chi Psi	Secretary
Small, George D.	University of Tulsa	Counselor for Men
Somerville, J. J.	Ohio Wesleyan University	Dean of Men
Sonntag, Joseph K.	Brown University	Assistant Dean
Spathelf, Victor	Wayne University	Dean of Student Affairs
Stafford, E. E.	University of Illinois	Dean of Men
Stewart, H. E.	Wayne University	Asst. to Dean of Stud. Affairs
Stone, Brinton H.	Alfred University	Dean of Men
Stone, Hurford E.	U. C. Berkeley	Dean of Students
Stratton, L. D.	Drexel Institute of Tech.	Dean of Men
Swanson, C. R.	St. Olaf College	Dean of Men
Tate, Willis M.	Southern Methodist Univ.	Asst. Dean of Students
Taylor, Herman E.	University of Mississippi	Supervisor of Housing
Thatcher, Charles M.	University of Michigan	Admissions Assistant
Thompson, C. Woody	University of Iowa	Dean of Students
Thompson, J. Jorgen	St. Olaf College	Asst. to the President
Thompson, Jorgen S.	St. Olaf College	Asst. to Dean of Men
Thorn, Robert E.	Grove City College	Dean of Men
Tompkins, Willis L.	University of Kansas	Assistant Dean of Men
Trump, Paul L.	University of Wisconsin	Associate Director Personnel Services and Adviser of Men
Turner, Fred H.	University of Illinois	Dean of Students
Walter, Erich A.	University of Michigan	Dir. Office Student Affairs
Warden, B. E.	Carnegie Inst. of Tech.	Dean of Students
Warren, Neil	Univ. of Southern Calif.	Dean of Men
Watson, Walter S.	The Cooper Union	Student Relations Officer
Weaver, Fred H.	Univ. of North Carolina	Dean of Men
Wellington, A. M.	.....	Veterans Administration
White, John F.	Illinois Inst. of Tech.	Dean of Students
Wieman, E. E.	University of Maine	Dean of Men
Wilson, Colonel Ralph W.	Sigma Chi Fraternity	Scholarship Counselor
Wullschlager, Carl W.	Ohio Wesleyan University	Director of Housing
Young, Ralph A.	The College of Wooster	Dean of Men
Zumbrunnen, A. C.	Southern Methodist Univ.	Dean of Students

APPENDIX B

Roster of Ladies Group

Mrs. William E. Alderman, Jr.
 Mrs. Theodore W. Biddle
 Mrs. C. E. Blacker
 Mrs. J. L. Bostwick
 Mrs. Perry Cole
 Mrs. Wray H. Congdon
 Mrs. Walter B. Fariss
 Mrs. Donfred H. Gardner
 Mrs. M. J. Galbraith
 Mrs. M. D. Helser
 Mrs. Jack Holland
 Mrs. J. H. Julian
 Mrs. J. D. Leith
 Mrs. R. E. Manchester

Mrs. Malcolm E. Musser
 Mrs. Arno Nowotny
 Mrs. Joseph A. Park
 Mrs. Mylin H. Ross
 Mrs. Philip S. Sherman
 Mrs. R. L. Shoemaker
 Mrs. J. J. Somerville
 Mrs. Willis M. Tate
 Mrs. Charles M. Thatcher
 Mrs. E. A. Walter
 Mrs. Ralph A. Young
 Mrs. A. C. Zumbrunnen

APPENDIX C

Summary of Previous Meetings

Meet- ing	Year	Present	Place	President	Secretary
1	1919	6	Madison, Wisconsin	S. H. Goodnight	L. A. Strauss
2	1920	9	Urbana, Illinois	T. A. Clark	S. H. Goodnight
3	1921	16	Iowa City, Iowa	T. A. Clark	S. H. Goodnight
4	1922	20	Lexington, Kentucky	E. E. Nicholson	S. H. Goodnight
5	1923	17	Lafayette, Indiana	Stanley Coulter	E. E. Nicholson
6	1924	29	Ann Arbor, Michigan	J. A. Bursley	E. E. Nicholson
7	1925	31	Chapel Hill, N. C.	Robert Rienow	F. F. Bradshaw
8	1926	46	Minneapolis, Minnesota	C. R. Melcher	F. F. Bradshaw
9	1927	43	Atlanta, Georgia	Floyd Field	F. F. Bradshaw
10	1928	50	Boulder, Colorado	S. H. Goodnight	F. M. Dawson
11	1929	75	Washington, D. C.	G. B. Culver	V. I. Moore
12	1930	64	Fayetteville, Ark.	J. W. Armstrong	V. I. Moore
13	1931	83	Knoxville, Tennessee	W. J. Sanders	V. I. Moore
14	1932	40	Los Angeles, California	V. I. Moore	D. H. Gardner
15	1933	55	Columbus, Ohio	C. E. Edmondson	D. H. Gardner
16	1934	61	Evanston, Illinois	H. E. Lobdell	D. H. Gardner
17	1935	56	Baton Rouge, Louisiana	B. A. Tolbert	D. H. Gardner
18	1936	92	Philadelphia, Pa.	W. E. Alderman	D. H. Gardner
19	1937	80	Austin, Texas	D. S. Lancaster	D. H. Gardner
20	1938	164	Madison, Wisconsin	D. H. Gardner	F. H. Turner
21	1939	87	Roanoke, Virginia	D. H. Gardner	F. H. Turner
22	1940	58	Albuquerque, New Mexico	F. J. Findlay	F. H. Turner
23	1941	100	Cincinnati, Ohio	J. J. Thompson	F. H. Turner
24	1942	114	Urbana, Illinois	L. S. Corbett	F. H. Turner
25	1943	101	Columbus, Ohio	J. A. Park	F. H. Turner
26	1944	96	Chicago, Illinois	J. H. Julian	F. H. Turner
27	1945		Due to Office of Defense Transportation—No Meeting Held		
28	1946	142	Lafayette, Indiana	Earl J. Miller	F. H. Turner
29	1947	170	Ann Arbor, Michigan	Arno Nowotny	F. H. Turner

APPENDIX D

Roster of Members—1946-47

Institution	Address	Representative
Akron, University of	Akron 4, Ohio	Donfred H. Gardner, Dean of Stud.
Alabama, University of	University, Alabama	Noble B. Hendrix, Dean of Students
Allegheny University	Meadville, Penn.	Horace T. Lavelly
Arkansas, University of	Fayetteville, Arkansas	John P. Anderson, Dean of Students
Baker University	Baldwin, Kansas	Benjamin A. Gessner
Beloit College	Beloit, Wisconsin	Harmon H. Conwell, Dean of College
Bethel College	North Newton, Kansas	P. S. Goertz
Bowling Green State Univ.	Bowling Green, Ohio	Arch B. Conklin, Dean of Students
Brown University	Providence 12, R. I.	Samuel T. Arnold; Robert W. Kennedy, Dean of Students
Bucknell University	Lewisburg, Penn.	Malcolm E. Musser
Butler University	Indianapolis, Indiana	L. Gray Burdin, Chairman of Men's Council
California, University of	Berkeley 4, California	H. E. Stone, Dean of Students
California, University of, at Los Angeles	Los Angeles 24, Calif.	Earl J. Miller, Dean of Undergraduates
Capital University	Columbus, Ohio	Clyde S. Johnson, Assistant Dean of Undergraduates
Carleton College	Northfield, Minnesota	Theo Schalinske, Acting Dean
Carnegie Institute of Technology	Pittsburgh 13, Penn.	Frank Kille, Dean of College
Carroll College	Waukesha, Wisconsin	Beryl E. Warden, Dean of Students
Case School of Applied Science	Cleveland, Ohio	Ralph S. Nanz
Cincinnati, University of	Cincinnati 21, Ohio	Robert W. Bishop
Citadel, The	Charleston, S. C.	Leaman A. Dye
Clarkson College of Tech.	Potsdam, New York	W. J. Farrisee
Colorado College	Colorado Springs, Colo.	Juan Reid, Adviser of Men
Colorado, University of	Boulder, Colorado	H. G. Carlson
Cooper Union, The	New York, New York	Professor Walter S. Watson, Director of Student Relations
Cornell University	Ithaca, New York	F. C. Baldwin, Dean of Students
Dartmouth College	Hanover, N. H.	L. K. Neidlinger
Delaware, University of	Newark, Delaware	J. Fenton Daugherty
Denison University	Granville, Ohio	Richard C. Burts, Jr.
Denver, University of	Denver, Colorado	Daniel D. Feder, Dean of Students
DePaul University	Chicago, Illinois	T. J. Wangler
DePauw University	Greencastle, Indiana	Louis H. Dirks
Doane College	Crete, Nebraska	Kenneth A. Browne
Drexel Inst. of Tech.	Philadelphia 4, Penn.	L. D. Stratton
Drury College	Springfield, Missouri	Frank W. Clippinger
Florida, University of	Gainesville, Florida	R. C. Beaty, Dean of Students
Georgia School of Tech.	Atlanta, Georgia	George C. Griffin
Hiram College	Hiram, Ohio	Frederick J. Holter
Idaho, University of	Moscow, Idaho	Herbert E. Lattig
Illinois Institute of Tech.	Chicago 16, Illinois	John F. White, Dean of Students
Illinois St. Normal Univ.	Normal, Illinois	R. H. Linkins
Illinois, University of	Urbana, Illinois	Fred H. Turner, Dean of Students
Indiana University	Bloomington, Indiana	E. E. Stafford
Iowa State College	Ames, Iowa	R. L. Shoemaker, Dean of Students
Iowa, State Univ. of	Iowa City, Iowa	M. D. Helser
Kansas St. Teachers Coll.	Pittsburg, Kansas	C. Woody Thompson, Dean of Stud.
		Eugene Dawson, Acting Dean

APPENDIX D (Continued)

Kansas, University of	Lawrence, Kansas	Henry Werner, Dean of Student Affairs
Kent State University	Kent, Ohio	R. E. Manchester
Kentucky, University of	Lexington, Kentucky	T. T. Jones
Lafayette College	Easton, Pennsylvania	Frank R. Hunt
Lawrence College	Appleton, Wisconsin	Donald M. DuShane
Lehigh University	Bethlehem, Penn.	Wray H. Congdon, Dean of Under-graduates
Louisiana State Univ.	Baton Rouge 3, La.	Arden O. French and Perry Cole, Dean of Students
Maine, University of	Orono, Maine	Elton E. Wieman
Marshall College	Huntington, W. Va.	Lester G. Brailey
Maryland, University of	College Park, Md.	Geary Eppley
Massachusetts Institute of Technology	Cambridge, Mass.	Everett Moore Baker, Dean of Students
Miami University	Oxford, Ohio	W. E. Alderman, Dean of College of Arts and Sciences
Michigan State College	East Lansing, Mich.	Tom King
Michigan, University of	Ann Arbor, Michigan	Joseph A. Bursley, Dean of Students
Minnesota, University of	Minneapolis 14, Minn.	E. G. Williamson, Dean of Students
Mississippi, University of	University, Miss.	R. Malcolm Guess
Missouri, University of	Columbia, Missouri	Darwin A. Hindman, Director of Student Affairs
Montana State College	Bozeman, Montana	Mr. H. G. Klemme
Montana State University	Missoula, Montana	J. Earl Miller
Nebraska, University of	Lincoln 8, Nebraska	T. J. Thompson, Dean of Student Affairs
Newark College of Engr.	Newark 2, New Jersey	Robert W. Van Houten
New Mexico, Univ. of	Albuquerque, New Mex.	J. L. Bostwick
New York University	New York, New York	William Bush Baer
North Carolina St. Coll.	Raleigh, N. Carolina	Ed. L. Cloyd, Dean of Students
North Carolina, Univ. of	Chapel Hill, N. Car.	Ernest L. Mackie, Dean of Students; Fred Weaver
Northeastern University	Boston, Massachusetts	Harold W. Melvin, Dean of Students
Northern Illinois State Teachers College	DeKalb, Illinois	James A. Meldrum, Acting Dean
Northwestern University	Evanston, Illinois	F. G. Seulberger, Dean of Students
Oberlin College	Oberlin, Ohio	E. F. Bosworth
Ohio State University	Columbus 10, Ohio	Joseph A. Park
Ohio University	Athens, Ohio	William S. Guthrie, Acting Dean
Ohio Wesleyan Univ.	Delaware, Ohio	Philip L. Peterson, Assoc. Dean
Oklahoma A. & M. Coll.	Stillwater, Oklahoma	J. J. Somerville
Oklahoma, University of	Norman, Oklahoma	C. H. McElroy
		Paul MacMinn, Director of Student Affairs
Omaha, University of	Omaha, Nebraska	John W. Lucas, Dean of Students
Pacific, College of the	Stockton 27, Calif.	James H. Corson, Dean of Personnel
Pittsburgh, Univ. of	Pittsburgh 13, Penn.	Edward S. Betz
Princeton University	Princeton, New Jersey	Theodore W. Biddle
Principia, The	Elsah, Illinois	Francis R. B. Godolphin
Purdue University	Lafayette, Indiana	Garner E. Hubbell
		George E. Davis, Director of Student Affairs; Don Mallett
Rhode Island St. College	Kingston, Rhode Island	Harold W. Browning
Ripon College	Ripon, Wisconsin	William J. Peterman
Rollins College	Winter Park, Florida	A. D. Enyart
Rutgers University	New Brunswick, N. J.	Earl Reed Silvers
St. Lawrence University	Canton, New York	George K. Brown
St. Olaf College	Northfield, Minnesota	Carl Swanson
		Norman Nordstrand
South Dakota, Univ. of	Vermillion, S. D.	J. H. Julian, Dean of Student Affairs

APPENDIX D (Continued)

Southern Calif., Univ. of	Los Angeles 7, Calif.	Carl Hancey
Southern Ill. Normal U.	Carbondale, Illinois	A. C. Zumbrunnen, Dean of Students
Southern Methodist Univ.	Dallas 5, Texas	W. L. Bruner, Acting Dean
Southwestern La. Inst.	Lafayette, La.	John M. Stalnaker, Dean of Students
Stanford University	Stanford Univ., Calif.	Everett Hunt
Swarthmore College	Swarthmore, Penn.	Frank Piskor
Syracuse University	Syracuse 10, New York	A. Blair Knapp, Dean of Students
Temple University	Philadelphia 22, Penn.	Ralph E. Dunford, Dean of Students
Tennessee, University of	Knoxville, Tennessee	James G. Allen
Texas Tech. College	Lubbock, Texas	Arno Nowotny, Dean of Student
Texas, University of	Austin 12, Texas	Life; C. V. Dunham
Union College	Lincoln, Nebraska	M. S. Culver
Utah State Agric. College	Logan, Utah	Daryl Chase, Dean of Students
Utah, University of	Salt Lake City 1, Utah	John L. Ballif, Jr.
Vanderbilt University	Nashville, Tennessee	Meredith P. Crawford
Virginia Polytechnic Inst.	Blacksburg, Virginia	Robert E. Bates, Director of Student
Virginia, University of	Charlottesville, Va.	Affairs
Washington & Lee Univ.	Lexington, Virginia	J. H. Newman, Dean of Students
Washington, State Coll. of	Pullman, Washington	Frank J. Gilliam, Dean of Students
Washington University	St. Louis 5, Missouri	Eugene Dils, Director of Student
Washington, Univ. of	Seattle, Washington	Affairs
Wayne University	Detroit 1, Michigan	E. H. Hopkins, Dean of Students
Western Reserve Univ.	Cleveland 6, Ohio	Kendall Harrison
Wheaton College	Wheaton, Illinois	Dean Newhouse, Director of Student
William & Mary, Coll. of	Williamsburg, Virginia	Affairs
Wisconsin, University of	Madison 6, Wisconsin	Victor F. Spathelf, Dean of Student
Wittenberg College	Springfield, Ohio	Affairs
Wooster, College of	Wooster, Ohio	Russell A. Griffin
Wyoming, University of	Laramie, Wyoming	Charles C. Brooks, Dean of Students
Brigham Young Univ.	Provo, Utah	Kenneth Little, Director Student
		Personnel Services
		Doctor Roland C. Matthies, Men's
		Adviser
		Ralph A. Young
		A. L. Keeney
		Wesley P. Lloyd, Dean of Students

Emeritus Deans

George B. Culver, 541 Los Arboles, Stanford University, California
 Floyd Field, Georgia School of Technology, Atlanta, Georgia
 Christian Gauss, Altamonte Springs Hotel, Altamonte, Fla.
 Scott H. Goodnight, 2526 Norwood Place, Madison 5, Wisconsin
 C. R. Melcher, University of Kentucky, Lexington, Kentucky
 Fraser Metzger, Rutgers University, New Brunswick, New Jersey
 E. E. Nicholson, University of Minnesota, Minneapolis, Minnesota

Honorary Members

Mr. H. Roe Bartle, Land Bank Building, Kansas City, Missouri
 Mr. Alvan Duerr, 55 Broad Street, New York 15, New York

al

PROCEEDINGS

Thirtieth Anniversary Conference

of the

**National Association of
Deans and Advisers
of Men**



March 11-13, 1948

Hotel Adolphus

Dallas, Texas

PROCEEDINGS
THIRTIETH ANNIVERSARY CONFERENCE
of the
NATIONAL ASSOCIATION OF
DEANS AND ADVISERS
OF MEN

President.....Dean E. L. Cloyd, North Carolina State College

Vice-President.....Dean A. C. Zumbrunnen, Southern Methodist
University

Secretary-Treasurer.....Dean Fred H. Turner, University of Illinois

Executive Committee—The Officers and

Dean Arno Nowotny, University of Texas

Dean J. H. Newman, University of Virginia

Dean Wesley P. Lloyd, Brigham Young University

Dean George D. Small, University of Tulsa

Dean J. J. Somerville, Ohio Wesleyan University

Director Dean Newhouse, University of Washington

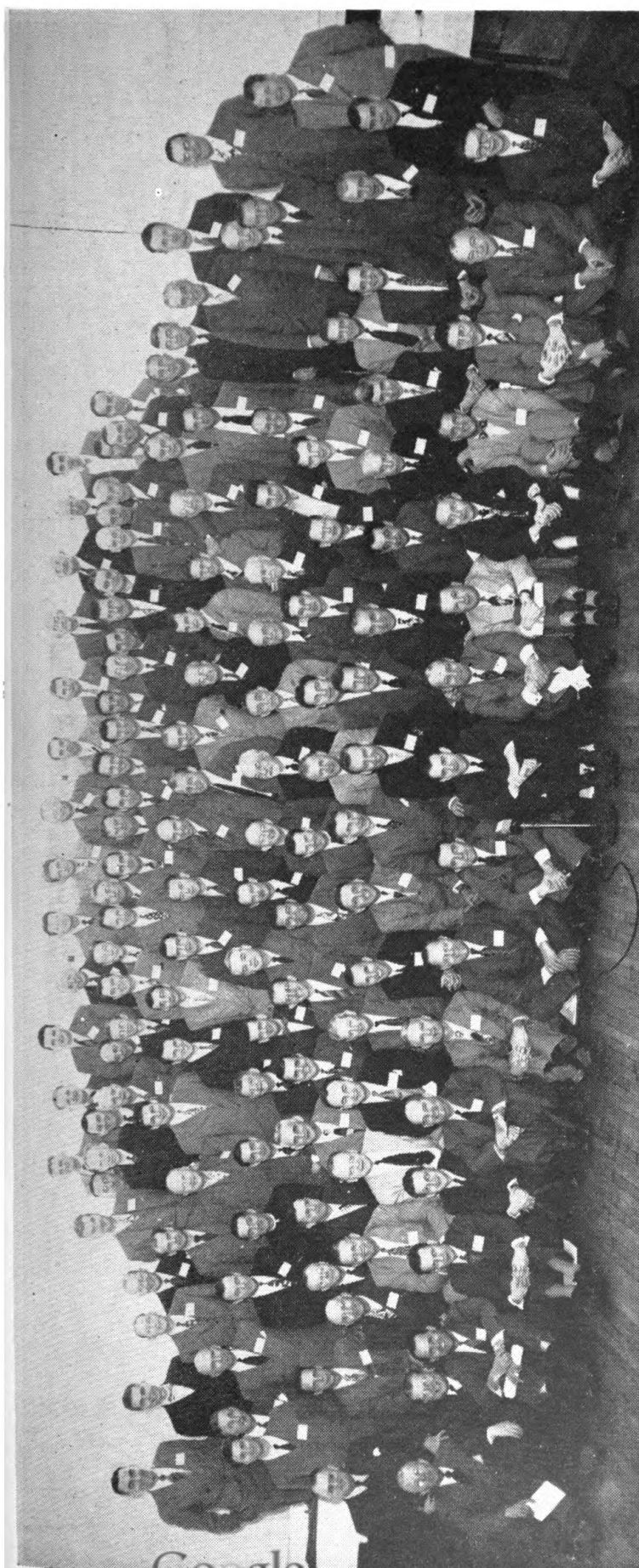
Held at
THE HOTEL ADOLPHUS
and
SOUTHERN METHODIST UNIVERSITY
Dallas, Texas
March 11, 12, 13, 1948

TABLE OF CONTENTS

	Page
Thursday Afternoon Session—March 11, 1948	
Opening Session	
E. L. Cloyd.....	5
Invocation	
Robert E. McFall.....	5
Address of Welcome	
Dr. Umphrey Lee.....	6
Response	
George E. Davis.....	8
Appointment of Committees	
E. L. Cloyd.....	10
Report of Secretary-Treasurer	
Fred H. Turner.....	12
Keynote Address—"The Problems Before Us"	
Donfred H. Gardner.....	19
Discussion of Dean Gardner's Address.....	29
Memorial Service—Dean V. I. Moore	
E. L. Cloyd.....	39
Invocation	
E. F. Bosworth.....	39
Remarks	
Arno Nowotny.....	40
Remarks	
Scott H. Goodnight.....	42
Benediction	
E. M. Baker.....	43
Thursday Evening Session—March 11, 1948	
Discussion—Section 1—Publicly Supported Institutions....	44
Friday Morning Session—March 12, 1948	
Report of the Speecial Committee on the 1948 Functional Survey of the Association	
George D. Small.....	57
Panel Discussion of Dean Small's Report.....	85
Friday Afternoon Session—March 12, 1948	
"Problems of Foreign Students"	
Dr. Edgar J. Fisher.....	103
"Fraternity Matters"	
Colonel Ralph W. Wilson.....	110
"Special Problems of Independent Students"	
Panel Discussion.....	116
National Student Association	
Panel Discussion.....	124
Report of Committee on Nominations and Place	
Scott H. Goodnight.....	138

TABLE OF CONTENTS—(Continued)

	Page
Banquet Session, Friday Evening—March 12, 1948	
Remarks	
E. L. Cloyd.....	140
Introductions	
Arno Nowotny.....	140
Address	
Dr. W. H. Cowley.....	149
Saturday Morning Session—March 13, 1948	
Report on Section 1—Publicly Supported Institutions	
H. E. Stone.....	153
Report on Section 2—Privately Supported Institutions	
F. George Seulberger.....	154
Report on Section 4—Technical Institutes	
Robert W. Van Houten.....	157
Report on Section 5—Teachers Colleges	
R. H. Linkins.....	166
Report of Committee on Cooperating with the American Institute of Architects	
Frank C. Baldwin.....	171
Report of the Special Committee	
Wesley P. Lloyd.....	173
Report of the Resolutions Committee	
Dr. James A. Dickinson.....	180
Adjournment	186



Digitized by Google

First Row: Stone, Hurford E.; Small; Beltzig; Newman; Carter; Harris; Abel; Bostwick; Nowotny; Boensch; Daugherty; Farrisee; Blocker; Alter; Cranfill; Guess; Voldseth.
Second Row: Davis; Brown; King; Clippinger; Gittinger; Congdon; Bishop; Beatty; McBride; Creagor; Lucas; Hocutt; Lange; Farrar; Pitre; Shumway; Van Houten; Isen; Eppley; Witte.
Third Row: Lindberg; Dunford; Farber; Holland; Quinn; Perry; Knox; Mills; Borreson; Huber; Curtin.
Fourth Row: Foy; Lattig; Musser; Strozier; Scannell; Pylant; Dirks; Gardner; Cowley; Turner; Cloyd; Field; Bursley; Goodnight; Thompson, J. J.; Du-Shane; Seulerberger; Wilson; Eaton; Tate; Willis.
Fifth Row: Dils; Bushong; Allen; Streng; Betz; Miner; DeMarino; Burts; Huit; MacMinn; Warren; Lloyd; Howard; Juniper; Fisher; Zinn; Hindman; Zumbunnen; Hanson; Slonaker; Griffin; Findlay; Norton; Stone; Brinton H.; Bates.
Sixth Row: Glos; Mathany; Shultz; Neal; Manchester; Rece; Watson; Woods; Mackie; Street; Conklin; Walton; Tate, William; Jarchow; Penberthy; Martin; Stafford; Swanson; Galbraith; Thompson, S. Earl; Julian; Anderson; Wolleson; Bredt; Kenworthy; Guy.
Seventh Row: Cole; Linkins; Mallett; Melvin; Jones; Murray; Thompson, J. S.; Tompkins; Bosworth; Somerville; Baker; Gordon.

Original from
 UNIVERSITY OF CALIFORNIA

Thirtieth Anniversary Conference
NATIONAL ASSOCIATION OF DEANS
AND ADVISERS OF MEN

Dallas, Texas

March 11-13, 1948

THURSDAY AFTERNOON SESSION

March 11, 1948

The Opening Session of the Thirtieth Anniversary Conference of the National Association of Deans and Advisers of Men, held in the Hotel Adolphus and Southern Methodist University, Dallas, Texas, March 11, 12, 13, 1948, convened at two-twenty o'clock, Dean E. L. Cloyd, North Carolina State College, President, presiding.

PRESIDENT CLOYD: The Thirtieth Annual Meeting of the National Association of Deans of Men will now convene. I am very sorry that our friend, Dean Garner Hubbell, our unofficial Chaplain for many years, cannot be with us; his assistant, Robert E. McFall, will now give the Invocation. Mr. McFall.

MR. ROBERT E. McFALL (Principia College): "My son, if thou wilt receive my words, and hide my commandments with thee.

"So that thou incline thine ear unto wisdom, and apply thine heart to understanding.

"Yea, if thou criest after knowledge, and liftest up thy voice for understanding.

"If thou seekest her as silver, and searchest for her as for hid treasures.

"Then shalt thou understand the fear of the Lord, and find the knowledge of God.

"For the Lord giveth wisdom. Out of his mouth cometh knowledge and understanding.

"He layeth up sound wisdom for the righteous. He is a buckler to them that walk uprightly.

"He keepeth the paths of judgment, and preserveth the way of his saints.

"Then shalt thou understand righteousness, and judgment, and equity; yea, every good path.

"My son, forget not my law; but let thine heart keep my commandments.

"Trust in the Lord with all thine heart; and lean not unto thine own understanding.

"In all thy ways acknowledge him, and he shall direct thy paths."
Shall we join together in giving the Lord's Prayer.

. . . Assembly in unison . . .

"Our Father which art in heaven, hallowed be Thy name; Thy Kingdom come, Thy will be done, in earth, as it is in heaven. Give us this day our daily bread, and forgive us our debts as we forgive our debtors; and lead us not into temptation, but deliver us from evil. For Thine is the kingdom and the power and the glory forever. Amen."

PRESIDENT CLOYD: We are very happy to have with us Dr. Umphrey Lee, President of Southern Methodist University. (Applause)

DR. UMPHREY LEE (President, Southern Methodist University): Mr. President and Gentlemen: As far as I know, you are the only academic organization in the world where you say Gentlemen and not Ladies and Gentlemen. Everything else is coeducational, I think, except the Deans of Men—colleges, sports, saloons, practically everything in the country. And that, of course, is a very happy thing, but I am interested in a group where you still say "Gentlemen" when you address them.

I am a little embarrassed. In a good many ways, it is difficult for a man in Texas to make a proper welcoming address. We are a reticent and modest group, (Laughter) and therefore, it is almost impossible to make the standard address, in which you point out the beauties of the country.

There is also a little matter of the weather that is slightly embarrassing. We are not to blame for that. We have been trying to repel these Northern invasions for a long time. (Laughter) We have insisted on our rights, but it has gotten to the point where we can't even determine the kind of weather we have in the South. It is a matter that we feel very keenly about, yet it seems to be the trend of the times. We are glad to have you here and hope you will find it not too bad.

I am not going to make a speech about what you are doing or what you are supposed to be doing. I have learned, by a long and somewhat bitter experience, that you are not going to pay attention to it anyhow. But I would like for you to keep in your mind what you all know, and yet I think is not clearly enough defined for a good many of us.

The philosophy of education, which you present—your existence represents—is by no means unchallenged, as you know. And there

is a growing feeling among the non-professional people, among the people who perhaps don't have too much to do with the running of universities, that I think doesn't bid too well for the future.

Of course, the man who simply says, as some of our friends do, that education is purely intellectual and that we have no business worrying about the other sides of the matter may not get too much support formally. But there is a tremendous lot of sentiment on that side of the fence, and the kind of things which you represent, your interest in the students as a whole, certainly your interest in each as a student, constitutes a philosophy of education which we had better hold to in this country.

We have gone through a period, and we are now re-entering, apparently, the same type of period, when we are not only giving helpful criticism of our American educational system, but when we almost feel that nothing we are doing has any value whatsoever. Some of these days we are going to say it so often that people are going to believe it, and when the time comes when the average layman believes what college people are saying about college education in this country, they are going to do something about it.

Now, of course, it might be very salutary if they got rid of all of us, beginning with you, of course, and coming to me later. But I am not asking for that kind of a solution. We might learn a little common sense, which is to say that we make our criticisms of American education constructive, and try to keep from leaving the impression that there is nothing to be saved out of our educational system.

The type of philosophy you represent by your existence is the kind we are going to have to emphasize more and more in the world that is taking away the props from human beings, the props that we have all leaned on. More and more we are taking away the home, we are taking away the kind of physical surroundings that helped to prop up the individual in the days when he was declaring that he didn't need any props. We are taking away, bit by bit, the free associations which helped to prop up the individual. There isn't much left. The youngster who gets to our colleges and universities, now, has not had too much of that kind of propping up that the youngster had 25, 30, 50 years ago. If the colleges, through such means as you have in your hands, don't do something to continue to prop up that individual, we are going to have a good deal more than a lost generation. We are going to have a generation that never found itself to start with.

The whole question of the morale in this country is a question that you are interested in outside of your classroom and inside of your college. I don't know that this ought to be injected in it, but it is bothering me right at the moment and illustrates the whole point. The international situation is as questionable as it could be. We may be on the verge of war. But if we are not on the verge of war and people are using our international situation for domestic

purposes, we, as people who deal with youth, have a right to be bitter about the whole thing. We have boys at our institution, as you have in yours, who have just come back from four or five years of unmitigated hell. Now, if we are going to have war in sixty days, all right. But God have mercy on the soul of the man who will use our dangerous international situation for any purposes of domestic politics. We need to be told the truth, but we don't need to take these men, who are in college now and who are just getting once more their fingers on hope, and face them with possibilities unless those possibilities are very real and very near.

You and I, who are middle-aged, have no business carrying the responsibilities too long in this thing. We have seen too much and heard too much. This world's problems are going to have to be solved pretty largely by the youngsters who haven't had our background—two wars and a world depression, that is a little bit too much to expect a man to have and maintain a calm approach to the things happening now.

But anything you can do to keep some man's hand steady, anything you can do out from under the routine that college presidents are going to be put upon you, anything you can do to keep these youngsters' hands steady and their hearts beating not too fast in these days, may be chalked up to your credit more than all the routine matters that you will do and that will be mentioned in the President's report.

We have a lot of men, some of them out of war and some of them simply looking it in the face. The men in our colleges now are going to have to keep on facing uncertainty. And they are the men we are going to have to depend on for some sense in this muddled political situation of ours. If you can do anything for the men, I suppose the boys in the English Department and Political Science will do something for their minds.

I like to believe that there are men sitting around our campuses who know that the students are something more than thinking machines, and that the country's hope lies partly in poise, in good common sense, and in men who aren't scared to death. That is a pretty big order for us to deliver, and I expect if there is any sincerity in us when we talk over these religious matters and tip our hats to the Almighty, we might ask him, quietly, to help us on that job.

What I meant to say is that we are glad to have you, and you are entirely welcome in this territory. (Applause)

PRESIDENT CLOYD: We couldn't have anybody better to respond to this welcome than George Davis of Purdue University.

MR. GEORGE E. DAVIS (Purdue University): President Cloyd, President Lee, Fellow Deans, Visitors, Directors, and so forth: I am deeply appreciative of the honor that is bestowed upon me in being asked to respond to this address of welcome. In a way this is sort of a homecoming for me. I made a free trip down to Texas at Uncle

Sam's expense a few years ago, and as a result of that, having served with Texans and Oklahomans as a member of the 90th Division, I have long been impressed with the extraordinary eagerness with which Texans take in strangers. (Laughter)

The warmth of your welcome, President Lee, will be especially appreciated by the members of our party who rode down here from St. Louis in one of the Missouri Pacific's beautifully appointed refrigerator cars. (Laughter)

These same people will want to especially thank the Secretary for selecting the Missouri Pacific for our patronage. (Laughter) For your information, I have established the fact that Mr. McQueen of the Missouri Pacific is a brother-in-law of George Stoddard, which of course explains a lot of things. (Laughter)

In the wilds of Southern Indiana, not far from the University campus at Bloomington, an inebriated gentleman, in cutting across some timber to get home one night, finally gave it up and bedded down in an attractive pile of leaves. He was finally awakened by a noise that he didn't immediately identify, and when his eyes finally focused, he found himself in front of a rattlesnake all coiled ready to strike.

As soon as his eyes focused, he said, "Well, strike, dang you, strike. If you had given me two weeks notice, you couldn't have found me better prepared." (Laughter)

Now, I have had much more than two weeks notice, and yet I am still unprepared to do the job which has been assigned to me. I am sure, however, that my main function is to assure President Lee of our thankfulness for the efforts the members of his staff have made to make our stay here pleasant. And coming from a part of the country where snow and ice have been the mode for a considerable period of time, as I observe the weather which you have arranged for us, President Lee, I can assure you that we shall long remember the length to which you have gone to make us feel at home. (Laughter)

President Emeritus, Edward C. Elliot, tells a story that I want to pass on to you. He says that President Charles Elliot of Harvard University said that when he first went to the Harvard campus, he was crossing the campus rather late at night, when a couple of students crossed his path, and he heard one say to the other, "I wonder what mission keeps President Elliot out this late at night?"

About 40 years later, he was crossing about the same spot on the campus about the same time at night, when a couple of students caught up with him, and that time he heard one say to the other, "What the hell do you suppose is keeping old Charley out this time of the night?" (Laughter)

I submit to you that students do change from generation to generation, a fact of which you are fully conscious. My only concern is

whether or not we shall be able to shift gears rapidly enough to keep up with the parade. Again referring to a President Emeritus from Indiana, I am told that very recently, President Bryan, in referring to visits made to his home by students in Indiana University, summarizes their queries by saying that the thing that his students are most concerned about is the answer to this one question: "What can I believe?"

And it occurs to me that we have a very definite responsibility, a responsibility to do what you have referred to, President Lee, as propping up these boys and girls that we find in our universities today. I want to refer you to a little four line affair that was written by James Whitcomb Riley, which seems to me what I think our philosophy should be in relation to our belief in boys and girls that we now find in our universities. Riley titled the poem, "The Hired Man's Faith in Children" and this is it:

"I believe all childrens good,
If they're only understood.
Even bad ones 'pears to me,
As just as good as they can be." (Applause)

PRESIDENT CLOYD: Thank you, George. I am happy that President Lee came here and gave us this speech and welcomed us here, because when the temperature began to drop last night, I thought we were going to get about the same kind of welcome that a man told about.

He was late going to work one morning, and somebody asked him what was the matter. "Well," he said, "I had to go down to the veterinarian and get my dog's tail cut off again." They said, "What do you mean get the tail cut off again?" He said, "Well, I told them, 'I want you to cut it off just as short as you can get it, just as close to the body, because I have just had a letter from my mother-in-law that she is coming to see us, and I don't want no sign of welcome at all.'" (Laughter)

At this time, we want to appoint two committees on the Committee on Resolutions. We would like for the following men to serve: As Chairman, Dean Walter of Michigan, Dean Enyart of Rollins, Dean Anderson of Arkansas, Dean Dickinson of Carnegie, Dean Rollins of Harvard, and Dean Manchester of Kent. This Committee will be the Committee on Resolutions.

The Committee on Nomination and Place is made up of the Past Presidents who are present, and the following are here: Deans S. H. Goodnight, J. A. Bursley, Don Gardner, J. J. Thompson, J. A. Park, J. H. Julian, and Arno Nowotny. We will ask those gentlemen to serve on the Committee of Nomination and Place, with Dean Scott Goodnight as Chairman.

Incidentally, Arno Nowotny, the giant from Texas, has appointed himself as Sergeant-at-Arms, and if he will stand, I would like for

you all to recognize the Sergeant-at-Arms. (He arose) He has asked a small boy, Dean Tate of SMU, to be his assistant.

I would like for those who are attending the Association of Deans of Men for the first time, please, to stand.

. . . They arose and the Assembly applauded . . .

PRESIDENT CLOYD: On behalf of this Association, we want to welcome you men, particularly, to the meeting. We are happy to have you here; we want you to feel that you are a definite part of this organization; we hope you won't hesitate in making yourself known to all these old birds, who have been attending these meetings for years. And when you go down to the dining hall, if you find a group at a table, don't hesitate to sit down, if there is a vacant place. We have found, in some past meetings, that the men who come for the first time have a little hesitancy about making themselves known.

It has been suggested that we might have a meeting for Assistant Deans, and we are going to try to arrange a time, and an announcement will be made on that.

I will now call on Fred Turner, our Secretary and Treasurer, for his annual report.

SECRETARY FRED H. TURNER (University of Illinois):

. . . Secretary Turner then read his annual report . . .

REPORT OF THE SECRETARY**National Association of Deans and Advisers of Men****April 1, 1947 to March 1, 1948**

To the Members of the National Association of Deans and Advisers of Men in Conference Assembled:

Your Secretary is pleased to present the report of the Secretary concerning the activities of the Officers, Executive Committee, and Members for the period April 1, 1947 to March 1, 1948.

Membership in the Association

Last year at Ann Arbor I reported to you that the membership of the Association stood at an all time high of 130. Since that time, 18 new members of the Association and one reinstatement have been approved by the Executive Committee to increase the membership to another all time high of 149. 1948 marks the completion of the 11th year of your Secretary in this position, and the membership has increased in that time from 82 in 1937-38 to 149, an increase of 67 and the Executive Committee, this morning, approved two more new members, and that makes the membership, at the present time, 151.

Treasurer's Report

The Report of the Treasurer, made at the meeting of the Executive Committee, indicates that all bills are paid, that funds are available for all encumbrances for which statements have not been rendered, and that the Association is in a sound financial position. The books and reports are available for any member of the Association who wishes to inspect them.

Deaths of Members

Your Secretary regrets to inform you of the death of three members of the Association since the last Conference:

Dean C. R. Melcher, Dean of Men, Emeritus, of the University of Kentucky, died on March 23, 1947. Dean Melcher served as the 8th President of this Association in 1925-26.

President John Richie Schultz, of Allegheny College, died on August 11, 1947. President Schultz was Dean of Men at Allegheny from 1930 to 1942, when he was elevated to the Presidency. As Dean of Men, he was exceedingly active in this association.

Doctor Alvan Duerr, an Honorary Member of this Association, and for many years prominent in the National Interfraternity Conference of New York City, died on November 18, 1947.

New Members of the Association

For the period April 1, 1947 to March 1, 1948, eighteen new members and one reinstatement have been approved by the Executive

Committee. They are as follows, and I would like, as I call these new members, if they are here, for them to stand; and if you want to give them a hand after I finish this section of the report, you can do that.

1. Muhlenberg College—Allentown, Pennsylvania, Perry F. Kendig, Dean of Students.
2. Pennsylvania State College—State College, Pennsylvania, Dean Arthur Ray Warnock, and Assistant Dean D. A. DeMarino.
3. Augustana College—Sioux Falls, South Dakota, Jorgen S. Thompson, Dean of Men.
4. Kansas State Teachers College—Emporia, Kansas, Victor T. Trusler, Dean of Men.
5. Parsons College—Fairfield, Iowa, Dean Ralph E. Page.
6. Hastings College—Hastings, Nebraska, Dean F. E. Weyer.
7. New Jersey State Teachers College—Montclair, New Jersey, Paul J. Ritter, Dean of Men.
8. Culver-Stockton College—Canton, Missouri, Dean L. L. Leftwich.
9. Florida State University—Tallahassee, Florida, Dean J. Broward Culpepper.
10. University of Redlands—Redlands, California, Dean Robert Gordon (Reinstatement).
11. Park College—Parkville, Missouri, Edward M. Carter, Dean of Men.
12. University of New Hampshire—Durham, New Hampshire, Dean W. A. Medesy.
13. Mercer University—Macon, Georgia, Richard C. Burts, Jr., Dean of Men.
14. University of Louisville—Louisville, Kentucky, Dean Morton Walker.
15. Fresno State College—Fresno 4, California, Forrest D. Brown, Dean of Students.
16. California Institute of Technology—Pasadena, California, Dean Paul C. Eaton.
17. Centre College of Kentucky—Danville, Kentucky, Dean Earl C. Davis, Dean of Men.
18. Antioch College—Yellow Springs, Ohio, Barrett Hollister, Dean of Students.
19. Arizona State College—Tempe, Arizona, E. L. Edmondson, Dean of Men.

The Executive Committee, this morning, voted through two more new members. One I know is here, Dean R. J. Scannell of Loyola

University of Los Angeles, and the other one was Dean George A. Harris of Texas College of Arts and Industries at Kingsville, Texas. That is 21 new members who are here at this meeting. (Applause)

Retirement or Withdrawals from Active Service

Seven members of the Association have retired from active service or have transferred to other duties since the last Conference:

1. Dean U. G. Dubach, retired as Dean of Men at Oregon State College after 23 years as Dean.
2. Dean T. T. Jones retired as Dean of Men at the University of Kentucky after 14 years of service.
3. Dean Earl J. Miller, University of California at Los Angeles and 28th President of this Association, retired as Dean and returned to teaching at the University of California.
4. Dean John Stalnaker, Dean of Students at Leland Stanford, resigned as Dean of Students to return to teaching and direction of the National Scholarship Board of the Pepsi Cola Foundation.
5. Dean C. W. Thompson, of the University of Iowa, retired as Dean of Student Affairs to take over the direction of the Iowa Bureau of Economic and Business Research.
6. Dean B. E. Warden of Carnegie Institute of Technology resigned to become Educational Director of the National Supply Company.
7. Dean Henry Werner of the University of Kansas gave up his position as Dean of Students on order of his physician and returned to teaching.

New Appointments, Progress, and Promotions

There have been twenty-one major appointments and major promotions among our members since the last conference:

1. Allegheny College—J. L. Bostwick, former Dean of Men at the University of New Mexico, made Dean of Men.
2. Carnegie Institute of Technology—Doctor Douglas M. Miner made Director of Personnel and Welfare and Doctor J. M. Dickinson, Dean of Men.
3. Culver-Stockton College—Doctor L. L. Leftwich appointed Dean of Men.
4. Doane College—G. W. Lindberg appointed Dean of Men.
5. Hiram College—Mr. Melvin A. Anderson appointed Director of Student Personnel Services.
6. Leland Stanford University—Doctor L. A. Kimpton appointed Dean of Students.
7. Newark College of Engineering—Dean Robert Van Houten made Acting President.

8. Parsons College—Doctor Ralph E. Page, former Dean of Men at Bucknell, appointed Dean of Men.
9. Rhode Island State College—Doctor J. F. Quinn appointed Dean of Men.
10. University of Arizona—Doctor Louis Slonaker appointed Dean of Men.
11. University of California at Los Angeles—Doctor Milton E. Hahn named Dean of Students.
12. University of Colorado—Dean Harry Carlson made Director of Athletics.
13. University of Colorado—Clifford Houston appointed Dean of Students to succeed Dean Carlson.
14. University of Idaho—Dean Carl W. McIntosh named President of the University.
15. University of Iowa—Doctor Dewey B. Stuit appointed Dean of Student Personnel.
16. University of Kentucky—Doctor A. D. Kirwan appointed Dean of Men.
17. University of Oregon—Dean Donald M. DuShane of Lawrence College named Director of Student Personnel.
18. Wittenberg College—Dean R. C. Matthies made Treasurer of the Board of Directors of the College.
19. Wittenberg College—John N. Stauffer named Dean of Students.
20. Washington State College—W. W. Blaesser formerly of the University of Montana named Dean of Students.
21. Washington University (St. Louis)—Mr. Arno J. Haack appointed Dean of Men.

Honors to Members

Five of our members have receive special honors or recognition during the past year:

1. Dean Robert Bishop of the University of Cincinnati was awarded a citation and honorarium by the fraternity Omicron Delta Kappa for his services during the war period.
2. Dean Christian Gauss, (emeritus) Princeton was awarded the honorary degree, Doctor of Letters by New York University and the same degree by Kenyon College.
3. Dean Garner E. Hubbell of Principia was given the honorary degree, Doctor of Humane Letters by his own institution after thirty-nine years of service.
4. Dean J. A. Park, Ohio State, was honored by a banquet and citation on his own campus after twenty years of service.

5. Dean A. C. Zumbrunnen of Southern Methodist University was honored by the Texas Association of Deans which passed Resolutions commending him.

Representatives at Various Meetings, Conferences, and Educational Functions

The Association has been honored by invitations to send representatives to numerous meetings, conferences, and educational functions. These have included:

1. March 31, April 1, 2, 3, 1947—Thirty members were invited to and attended the Chicago N.E.A. Conference on Problems of Higher Education, several serving as Committee Chairmen.
2. April 19, 1947—Dean J. J. Somerville of Ohio Wesleyan University represented the Association at the installation of Ernest H. Hahne as 15th President of Miami University, Oxford, Ohio.
3. April 26, 1947—Dean J. A. Park of Ohio State and Dean Robert Bishop of Cincinnati served as Chairman and Secretary of the National Conference on College Fraternities and Societies in Cincinnati, Ohio.
4. May 7-10, 1947—Dean Earl R. Silvers of Rutgers, Dean Robert W. Van Houten of Newark, Dean Walter S. Watson of Cooper Union, and Dean Wesley P. Lloyd of Brigham Young University attended, and the Association acted as a sponsor for the Third National Conference on Health in Colleges, held in New York City.
5. May 15, 1947—Dean Juan Reid of Colorado College represented NADAM at a Regional UNESCO meeting at Denver, Colorado.
6. May 15, 16, 17, 1947—Dean Fred H. Turner of Illinois, represented the Association at the University's Installation of George D. Stoddard as Tenth President of the University of Illinois. (Also served as General Chairman of the three day ceremony.)
7. May 24-25, 1947—Dean E. G. Williamson, Minnesota, Chairman, Deans Donfred H. Gardner of Akron, Daniel Feder of Denver, and Fred H. Turner of Illinois attended a special American Council on Education meeting in Chicago, on problems of disabled veterans.
8. May 27, 1947—Dean J. H. Newman, University of Virginia represented the Association at the invitation of Secretary of War Patterson, to visit and inspect the Army's Universal Military Training School at Fort Knox, Kentucky.
9. August 1947—Deans Tom King of Michigan State, Paul Trump of Wisconsin, and Dean Newhouse of Washington, attended the August sessions of the National Student Association at Madison, Wisconsin.
10. October 5, 1947—Dean Harold W. Melvin represented the Association at the Dedication of the New Student Center on his campus.
11. October 1947—Dean W. J. Peterman of Ripon represented the Association at the Ripon Centennial celebration.

12. October 1947—The Association was invited to appoint a co-operating committee to work with the American Institute of Architects to study Residence Halls design. President Cloyd appointed Deans Frank C. Baldwin of Cornell, Chairman, Arden O. French, Louisiana State University, Robert Miner of Miami, Garner E. Hubbell of Principia, William Blaesser of Washington State, P. T. Pitre of Massachusetts Institute of Technology and L. A. Kimpton of Leland Stanford as the Committee.

13. November 3, 4 and 5, 1947—Dean E. G. Williamson of Minnesota was Chairman of a Conference celebrating 25 years of Personnel Work at the University of Minnesota, which was also attended by Deans Donfred H. Gardner of Akron, George E. Davis of Purdue, M. D. Helser of Iowa State College, C. W. Thompson, University of Iowa, Dewey Stuit of the University of Iowa, and Fred H. Turner of the University of Illinois.

14. November 11, 12 and 13, 1947—Dean E. E. Stafford, University of Illinois, served as Chairman of the Program for the 1947 meeting of Association of College Admission Counselors at Highland Park, Illinois.

15. November 19, 1947—Dean Ray E. Manchester of Kent State University represented the Association at the inauguration of Doctor H. C. Fox as President of Findley College.

16. November 28 and 29, 1947—103 Deans, many of them members of the Association, attended the meeting of the National Interfraternity Conference in New York City.

17. December 5 and 6, 1947—Dean Fred H. Turner, University of Illinois, joined Dean E. F. Bosworth to participate in the Oberlin College Career Conference.

State Meetings Reported

Four meetings of state associations were reported during the period. There may have been others unreported:

1. Illinois Association of Deans and Advisers of Men at Evanston, Illinois, on March 29, 1947, with fifty Deans present.
2. Ohio College Deans of Men at Columbus on April 11, 1947, with forty present.
3. Virginia State Deans at Charlottesville on July 21, 1947, six present.
4. Texas Association of Deans, October 1947 at Dallas—fifty present.

Publications of the Association

During the past year, two issues of proceedings, the 1946 and 1947, were completed and distributed to the members. The 1946 Purdue meeting report was mailed just after the Ann Arbor meeting and the 1947, Ann Arbor report, was mailed out in January, 1948.

A special advance copy of the address of Dean Christian Gauss at Ann Arbor was prepared with the aid of Dean Garner E. Hubbell and mailed immediately after that conference.

The News Letter now goes to 250 persons and eight issues have been written and mailed since our last conference.

Questionable Projects Brought to Attention of Members

Through quick cooperation of various members of the Association, two questionable projects have been brought to light and if not exposed, at least subjected to close scrutiny. The first of these is the so-called Faculty Literary Club, a commercial book selling organization brought to light by Dean Paul Trump of Wisconsin, and Dean Trump's questions brought in comments from a number of other deans.

The second was a proposed new publication to be known as Great Greeks on the American College Campus, and this project was sufficiently scrutinized and reported to bring forth resolutions of non cooperation from the National International Conference.

The Placement Service of the Association

There has been a great deal of activity in the placement service which your Secretary has operated for the benefit of the members and persons seeking opportunities in this field. Since the beginning of the service in October 1945, the figures are as follows:

	Listed	Placed or Withdrawn	Available
October 1945	11	—	—
April 1, 1946	40	16	24
April 1, 1947	60	27	33
March 1, 1948	95	38	57

The service has been of special use to some of the younger men who are interested in beginning opportunities and the greatest call has been for these men.

Final Comment

In general, your Secretary would report that the Association is in excellent financial condition, stands at an all-time high in membership, and is enjoying a type of cooperation among its members which seems to prove the worthiness of the organization.

Respectfully submitted,

FRED H. TURNER,
Secretary

Urbana, Illinois
March 1, 1948

PRESIDENT CLOYD: You have heard the report of the Secretary. Are there any corrections? If not, do I hear a motion that the report be received and filed as part of the record?

MR. JOSEPH A. BURSLEY (University of Michigan): I so move.
... The motion was duly seconded ...

PRESIDENT CLOYD: As many as favor that motion, make it known by saying "aye"; opposed "no." The "ayes" have it.

I want to make this request on behalf of both the Chairman and Joe Isen, whom I think we ought to have stand. (The Assembly applauded as Mr. Isen arose) Joe has been our conference reporter for many years and has done a splendid job. We would like to ask, if there is any discussion, that you give your name and the institution from which you come.

I have the pleasure, now, to ask Dean Don Gardner to come to the rostrum, and our Keynote Address will be made by Dean Gardner of Akron. (Applause)

MR. DONFRED H. GARDNER (University of Akron): Mr. President, Members of the 30th Anniversary Conference:

... Dean Gardner then read his Keynote Address, "The Problems Before Us" ...

Problems Before Us

Members of the 30th Anniversary Conference, the privilege of addressing this illustrious body as it enters the second generation of its existence is one not to be treated lightly. To be considered one of the old guard, if not the oldest in point of service, is amusing, and yet as you look at me, it is pathetic in the extreme. Twenty years ago I attended my first meeting of this Association at Boulder, Colorado. There were 49 deans in attendance. Only six of the 49 are today on active service,—Cloyd, Dirks, Julian, Park, Zumbrunnen, and myself. Fred Turner and Shorty Nowotny were there but ranked only as Assistant Deans and have since been demoted. Time has taken its toll. But enough of looking backward for the moment.

I want to talk to the new men in the Association, to those who will have to meet the challenge of the "Problems Before Us". I doubt if anything can be done for the old war horses. The next generation lies in the hands of you relatively new student deans.

The "Problems Before Us" seem to me to divide into two major categories. First—those which we as individual educators face; second—those which the Association as a group of student deans must meet.

In the first category one can, of course, group all of the problems which face modern education. Books have been written on many of them, but I would like to bring to your attention several special problems which fall in this group. They may be enumerated as follows: the philosophy of what we call our work, how to implement and administer it, and how our organizations may best be effected.

In many institutions the work of a student dean represents an accumulation of activities rather than a well-planned program which

is part of an educational scheme. As we look back over the growth of the work of a student dean, we can see how a multiplicity of functions and services have developed. These services range from testing service to automobile traffic control, from dormitory supervision to handling student mail, from providing broad health service to maintaining first aid kits. Many remember the N.Y.A. days, the establishment of the armed forces programs, etc. and the burdens of strange services which they placed on our offices. As a result of having to supply all these practical services to students many of us have not seen the true purpose of our work very closely. A lot of you new men in the Association began as dormitory residents, as loan and scholarship dispensers, as fraternity advisers, or as being charged with rendering only one relatively minor service in the whole galaxy of student aid. The result is that all too frequently the mechanics and magnitude of these services have been permitted to occupy the entire time of the dean and his staff to the exclusion of his primary job—helping the student develop himself. Many will disagree and say that necessity and administrative directives have forced them into this position. Possibly true, but we should and must combat these pressures and fight for the preservation of the fundamental principle which has made student deans an important part of our educational program.

What is this primary principle? What is the philosophy which has become obscured in many instances? What is our "reason for being" as the French say? Too frequently we have avoided defining the nature of our task. There has been a great deal of quibbling about the meaning of words. I do not want to start a discussion in semantics but I do want to propose to you a philosophy which I feel gives a clear and concise statement of what we have been and are trying to do. It was prepared some years ago and was the result of much thinking on the part of members of this Association and others. Permit me to quote it—

"This philosophy imposes upon educational institutions the obligation to consider the student as a whole—his intellectual capacity and achievement, his emotional make-up, his physical condition, his social relationships, his vocational aptitudes and skills, his moral and religious values, his economic resources, his aesthetic appreciation. It puts emphasis, in brief, upon the development of the student as a person rather than upon his intellectual training alone."

This philosophy should be the same in every institution of higher education. It makes no difference what the enrollment, the nature of the student body, the general objectives of the institution, or the institutional environment may be. I feel that this philosophy can be accepted by all of us as a basic guide for our operations. And to me the first problem before us as student deans is to recognize the essential need of a philosophy and to use it as the basis for our work.

For many years there have been debates in educational circles whether or not this philosophy should be included among the basic

objectives of institutions of higher education. Such arguments have taken place within this Association. There have been many questions raised concerning the scope of our work. Certain members questioned the breadth of such a philosophy. But I believe that such doubts belong to the previous generation. The records of the Association contain several excellent papers tracing the growth and the importance of this philosophy in the educational picture and I do not believe that it is necessary for me to recapitulate them. The most recent capstone to the whole debate is contained in the report of the President's Committee on Higher Education. It places the stamp of approval upon institutional activity in this field. In this report in a discussion of the goals of education for democracy, the primary one stated is to achieve the full rounded, continued development of the student. The President's report says that "Responsibility for the development of the personal qualities cannot be left as heretofore to some courses or a few departments or scattered extracurricular organizations. It must become a part of every phase of college life." To emphasize the significance of this goal and to set at rest the doubters of the past, the report states that "one of the most important instruments for accomplishing the purposes of higher education outlined in this report, is an extensive guidance and counseling program. In mass education counseling provides the most likely means for adapting instruction to the individual student."

I do not intend to confuse the issue of our basic philosophy with an argument about the meaning of words such as guidance, counseling, student personnel work, etc. Such arguments merely obscure the premises and often confuse many people working in the field. For the purposes of this talk, I shall call it the student personnel point of view.

The mere acceptance of a philosophy is, of course, not enough. The next major challenge to us as student deans is to see that this philosophy is implemented on all the campuses of the institutions of higher education in the U. S. The issue facing us at many institutions is to convince our educational colleagues of the importance of incorporating it in their educational objectives. I feel that many student deans have hidden their light under a bushel, that they have failed to conduct a good program of public relations because of their innate modesty. They forget that the proper functioning of what I will call a student personnel program is as important to the institution as any other phase of its activity. We must ignore the personal implications in selling our programs and must force ourselves to present the true value of our work to students, faculties, and administrations.

If you will study the educational literature from the time of the founding of this Association to the present, you will discover that for about the first half of the generation there was practically little mention of student personnel work in discussions of general educational objectives and functions. You will find that it was relegated to a very minor place in most educational programs. But if you will

study the last 15 years of this period, you will observe a tremendous change. I only need to call your attention to the President's Report again and the emphasis which it places upon student personnel work to show you how this philosophy has taken its rightful place in our educational picture. Therefore, we as individuals should charge ourselves with selling this philosophy to our institutional public.

There are others than our collegiate public to be "sold" the student personnel point of view. I refer to the other segments of the American educational system. It has been the rapid expansion of the primary and secondary educational systems in the 20th century which has created problems and led to the revival of personnel work in colleges and universities. The student personnel point of view should be adopted by them as well as by institutions of higher education. Above all it should be properly articulated from the lowest to the highest grades in our entire system. One of the greatest practical problems in this field is to effect this coordination. Because of the makeup of our educational system this is most difficult, but it can be solved.

Articulation with other levels of education is vital but also the articulation of higher education with business and industry is as imperative. In a sense, colleges and universities are manufacturing a product and are expecting industry to buy it. Our placement services need overhauling, and business and industry should be drawn into as close relation as possible to the educational program. One finds that employers understand little of the many efforts which are made to develop students outside the classroom and the importance of this development in making students better employees. There is need for bringing the personnel programs of education and industry into closer accord.

The next problem in logical sequence is a very touchy one. How shall this philosophy of student personnel work be administered? Eleven years ago in this same delightful, southern environment Dr. Cowley read a paper "The Disappearing Dean of Men." The reverberations of this speech are still heard whenever deans gather. He traced the true origin of the student dean and his work. If one studies this excellent paper, one can follow the natural evolution of our administrative position. Cowley's paper was followed in 1938 by an excellent study by former Dean, now President Jim Findlay, entitled "The Origin and Development of the Work of the Dean of Men in Higher Education." And in 1939 at Roanoke Findlay said "The metamorphosis of the old time dean's office into a personnel dean's office is evidently taking place on a wide scale" as shown by the results of the survey of 1939.

A little earlier than either of these statements the beloved patriarch of this group, Dean Coulter, gave an historical background to the Deans' work at Baton Rouge in 1935. Let me quote part of his address. "This is not a very old organization but I think I have seen three generations of deans in it. First, a group of deans that con-

tented themselves to teach their classes day by day and did deanly duties as a sort of side line. We were willing and when the university grew, extra duties were put upon us. We did not have any theory about it, but some way or other we tried to humanize the university. Then there came a new collection of deans. Every large university had a variety of deans. We old deans deaned naturally because we couldn't help it. Most of us had been doing the work without knowing it. But the new varieties were very confusing and many thought ineffective, and so the third group arose. The office became an office of dignity and with organization. Card catalogues and files and gadgets made the work impressive. Sometimes I've thought too much so, so that the real work was hindered. At any rate, the deans began to assume more duties. They had nothing to do with vocational training at first. Then they took on a bit of it, adding placement duties, orientation, tests, and so forth until some of us who are older in the work wondered if they could carry these duties. Whatever you of this third group may accomplish, it is fun to see you stretch because after all this office of dean is one of the greatest offices in the world." If Daddy Coulter were alive today, he could not give us a better picture of our growth.

In the past 15 years there have been other papers here and elsewhere which have debated the issue of centralized vs. decentralized administration of student personnel work. Frequently these discourses have been conducted by individuals or organizations with personal axes to grind. Also too much fuss has been made about titles. The essence of the problem is that student functions and services must be coordinated and centralized and must be properly represented as are the other two major divisions of an institution of higher education—the financial and academic. We do not have 3 or 4 chief business executives in a college or university, and just so, there should be only one chief personnel executive, not 18 as one institution is said to have. The war taught us much about chain of command and this same theory of administration should be adopted by our institutions of higher education in the personnel field.

Now as to who should be this chief administrative officer. As I have said, there has been too much quibbling over titles, but as to the qualifications of the man, that is different. In general, the problem in selecting such a person is the same as that involved in the choice of an academic dean or a president, that is, he must be of the general administrative type. I do not feel that highly trained academic specialists are probably the best. There have been efforts made by certain groups to convince us that intense and specialized training in psychology, sociology, or education is absolutely essential for this chief administrative officer. I do not say that such men may not be suitable, but I do believe that there are many other academic fields of training just as satisfactory. College presidents and academic deans have been selected from all walks of life and all paths of academic training—the same should be true of the personnel officer. I do not intend to draw up a job specification for this position but

would point out that your administrator must be a man of broad vision and training and above all have a vital interest in people and an understanding of them. Specialists in particular phases of personnel work can be obtained but the dean cannot artificially create in men that thing which Stanley Coulter said is needed to humanize the university.

Of course, the mere establishment of a coordinated administrative organization is not enough. The next problem is to see that those who operate student personnel programs are familiar with the variety of techniques necessary to implement the philosophy. In the past some student deans have become so involved in the operational mechanisms of one particular phase of their work that they have ignored or shunned new methods in other areas. This has led to some becoming specialized rather than general administrators. Still others have viewed with alarm and frequently with disdain any new procedures and techniques in the field. Speaking quite frankly, this attitude on the part of some has seriously affected the reputation of all student deans. I regret to say that the history of our group has more than a few examples of student deans who (sometimes to their sorrow) have treated new procedures with contempt. The scientific method is as valuable in student personnel work as in any other phase of education.

The size of institutions of higher education during what can be referred to as the first era of personnel work, that is about the end of the 19th century, was such that, as Coulter said, the personal relationship of faculty and students was so close that involved procedures and administrative organizations were unnecessary. However, in the period of the revival of personnel work, or since World War I, the rapid and enormous increase in enrollments has made necessary the development of records, tests, and services in order to cope with numbers alone. Naturally some procedures have been overdone but generally speaking most have been of great value to the student. No modern student dean, for example, would take the chance of diagnosing schizophrenia when he has a trained psychiatrist available. No longer can we claim in most institutions to call every student by his first name or recall the academic and personal history of Joe Doakes, Class of '39. We have had to use records! My point is that we must be ever alert to new techniques and always careful of their values so that the greatest worth may be squeezed out of them without destroying the value of human relationships.

A natural question which arises in the minds of all of us is how can we function a centralized administration, keep abreast of research in the field and still maintain that personal touch with the students which is so necessary. It is my opinion that many student deans, particularly those in the large institutions, will have to sacrifice nearly all of the close personal relations with students. This may seem heretical and to be an attack upon the most personally satisfying phase of our job. Nevertheless, one cannot administer an

effective program with all its modern ramifications and still have the time, the energy, and the intelligence to deal with any large number of individual students. The student deans are following the same historical path which presidents and academic deans have trod. They are, of necessity, being forced to devote more and more time to general administrative matters. However, I do not mean to infer that the valuable relations of the student and a sympathetic adviser are to be lost because of this natural administrative growth. It is the primary responsibility of the student dean to see that he has an adequate and competent staff available to give students counsel at any and all times. In other words, the intimacy, friendliness, and helpfulness which have always been the hallmark of a good student dean must be maintained though the dean himself as chief administrator of a student personnel program may have to sacrifice the personal recompense which he has formerly had from these student associations.

There is really nothing alarming or unusual about this idea as you examine it. It is a logical result of the growth of the institutions, especially as the number and types of student services and organizations have increased. Some day make a comparison of the number of student services, functions, and organizations on your campus say in 1928, 1938, and 1948. It will amaze you, I believe, to note the number of new ones which appear in each decade. For example, one national study made ten years ago listed 23 basic functions and services which should be included in an effective program. Our own Association's studies have listed 54 functions in which student deans actually participate without counting the number of services needed to carry out the functions. The natural concomitant is that student deans have spent more and more time as administrators of group activities and less and less as counselors. This is the danger. Both jobs must be done. Hence, we must develop staffs trained in the various ramifications of a student personnel program, always being alert to the vital counseling function.

A word about these staff members. In 1931 a famous member of this group told us at Knoxville that "Deans of Men are born and not made." This has been a popular expression in the Association for many years. We will all grant that the Bursleys, Coulters, Clarks, Goodnights, Moores, and Gaussens were cast from a special mold, but we must also admit that the mold which formed these great men has been destroyed. In all seriousness, it seems almost miraculous that this Association has been blessed with so many men of stature. With no offense meant, there are few if any of that calibre remaining. These fathers of our Association by instinct and perspicacity were able to solve problems, and help students meet emergencies. Most deans need more than innate traits to do the job. The speed of modern times does not permit deans to learn only through experience on the job. Some need more formalized training and all need to surround themselves with men specially trained for the multifarious functions under their jurisdiction. Training alone, however, will not suffice.

There must be something else. It is that fundamental trait—a desire to serve others. Couple this belief of service with certain other desirable personal characteristics, and you have the man then who can be trained to help students. We must be constantly on the alert for men of this type and must fight for the organization and funds to train and use them, More of this anon.

So much for the problems we must face as individuals on our various campuses.

Now we come to the problems facing us as a group or as the Association. The NADAM is an unique educational organization. Founded 30 years ago by six men who cared little for formal educational philosophy as we know it but fundamentally interested in trying to help the students who were confused by the aftermath of the first World War. These men saw the dangers which were confronting the rapidly expanding institutions of their day. They recognized that the students were not receiving the individual attention which they needed. It was apparent to them that the influence of the European universities was turning our faculties away from the earlier concepts of American education. The matters our founders discussed are still pertinent and many of the solutions which they worked out are still primary techniques in our work. Through the years the vision of these men should always be before us.

Fred Turner's address at Northwestern in 1934 should be read and re-read by all of us. He told of the beginning of our Association in a vivid manner. He continued the story of our growth in a clever way at Illinois in 1942 when he recounted many of the highlights of our years as an organization. How Dean Clark violated the smoking regulation at Illinois at the second meeting,—the famous strawberry festival at Arkansas,—the meeting in the Huey Long armed camp at Baton Rouge,—the excitement on the mountain side at Gatlinburg,—the movie studio pilgrimage in California,—the private car episode on the Colorado trip when Mrs. Goodnight rode alone in the private car and the rest of the party in the engine and in the caboose. Our history is replete with these incidents and it is they which really live in our memory, not that student government problems have been discussed 44 times, that cooperative fraternity buying can be found on 21 campuses, that the Association has met 11 times in the middle West, 3 in the East, etc. In fact, it is the human and humane factor which has been the soul of this group. Because of it, the NADAM is the only one of its type in the educational picture. We have met from the Atlantic to the Pacific, from Minnesota to Texas and many way points. Attendance never goes over 175 counting the "Deanesses" but the regularity of attendance by so many puts a luncheon club devotee to shame.

The informality and intimacy so characteristic of our Association have been invaluable. Because of them, the neophytes have been able to mix with oldsters. The newcomers have felt free to seek help from all. The spirit of the Association has truly permitted a meeting

of the minds. There has never been a great issue in our field of work which the group has not attacked and conquered. From the days of the rise of dormitories with all of their complex problems, through the fraternity conflicts of the 20's, the bitter student economic problems of the 30's, and the trying war years, the Association and its members have been in the lead in solving issues.

But the Association has been accused of selfishness. Is this charge true? To a degree I believe it is. It has been charged that we are exclusive, that we do not extend our influence far enough, that we are reluctant to accept new ideas, and that we have become administrators of student group life and are not true counselors of men.

Some of these accusations are true, at least in part. We have hesitated to extend our membership privileges, for example, to the secondary schools as our contemporary organizations have done. This in my judgment has been sound, because though the philosophy of the secondary and higher levels should be articulated, environment and other factors are so different that one Association could not hope to get a satisfactory job done for both levels. I believe the Deans of Women have found this to be true.

The junior college, however, is a different matter. Student deans in these institutions have the same level of operation though it is not as broad as ours. They should be given an opportunity to foregather with us.

Also our Association has had a primary membership principle which has been criticized but which I think is sound. That is the institution and not individual is a member. This has given us influence and authority in our work which is vital and should be continued.

Though our influence has been felt for the good in many ways, it could be strengthened. This we attempted to do by calling conferences in 1938, 1939, and 1940 of representatives of organizations also interested in student affairs. These conferences succeeded in developing some new thinking and also were successful in directing certain national developments in student personnel work. The war interrupted these meetings and I think they should be revived.

That we are administrators of student group life I have touched upon before. But let me reiterate the dangers here. We must not let these duties submerge our student counseling function and we must correct the public impression that our Association is interested in group life and activities alone.

This trend and impression is a natural one. I don't know what the survey report of this year shows but my study of duties and titles of members of the NADAM indicates that over 60% of our member institutions have a chief personnel officer in charge of student personnel work for men and women, while at the Boulder meeting in 1928 less than 20% were deans of students. Obviously, therefore, many of our members today have a primary interest in overall stu-

dent personnel administrative affairs. But being the type of men they are, they still have a vital interest in the student as an individual. And so our meetings and programs to an outsider must seem to be a hodgepodge. This same outsider may well question where we are going and how helpful we can be in the educational picture.

Personally I think this situation can be overcome. Whether or not a change in the name of the Association is necessary will be debated in this meeting, but I feel that we can improve our meetings and our influence outside the meetings by dividing the programs in such a way that general administrative problems can be discussed by the group of overall student administrators, and that the portion of us which is interested in men's activities and problems only can confer also. By some such arrangement the grassroots values of our Association can be maintained and yet clarity given to our thinking and our influence in education.

One of the problems mentioned in my first general category is also a problem of the Association, at least in part, that is the training of new men in the field. In my opinion there is much which the Association can do in developing well-trained men. For example, the NADAM placement service has been very helpful to institutions as well as individuals. It should be continued and if possible its services extended.

Summer conferences for assistant deans and others have been suggested since at least 1929. Internships and exchange fellowships have also been established. I would like to suggest still another possibility, that of a type of correspondence or extension course for those men already in service. There may be other methods of training as well. Therefore, I would like to suggest that the Association appoint a Committee on Training (or some such similar title) to study these various training methods and to make recommendations to the Association. I believe that such a Committee could draw up a program which would be practical and effective.

In conclusion, let me as a member of the old guard emphasize that there is nothing unforeseen in the enlargement and expansion of our work and our Association or much new in the problems we face. I have already mentioned Findlay's comment in 1939 and Dean Coulter's historic remarks at Baton Rouge. Earlier than that, however, others had mentioned it. Dean Clark in 1931 spoke of the "expansion of our duties which we'd have to face." At the same meeting Dean Bradshaw spoke of the "fork in the road" between what he called a dead end lane with an end of campus disciplinarian or the highway where the dean would travel as coordinator of the institutional work for all student affairs. Again, there is mention of the issue as a result of the 1932 and 1939 surveys. Our host, Dean Zumbrunnen, called the problem to our attention in 1932 and others in addition to Findlay commented upon it in 1939. At Albuquerque, Schultz and others saw the necessity of change. And so to repeat, we have known for a long time that some of the "country club"

atmosphere and assets so characteristic of the Association must be modified in order that we may help others and in turn be helped by them.

I am convinced that if we as individual educators and as an Association can adopt a clearcut philosophy and administer it with a centralized organization that fine young men will be attracted to the field and can be trained to do a better job. If we can do these things we will be carrying forward the banner of the NADAM to the objective set 30 years ago—to serve students.

But gentlemen, however much we may expand, however much we may become involved with techniques and methods, with artificial instruments of measurement, with involved vocabularies of educational functions, and even with certain platitudinous sophistries perhaps, never let us lose those warm human factors and values which have made our work and our Association so valuable. Let us always keep in mind that little poem that Stanley Coulter gave us and Vic Moore used to repeat so often—

“I never cut my neighbor’s throat,
My neighbor’s gold I never stole,
I never spoiled his house or lands,
But God have mercy on my soul,
For I am haunted day and night,
By kindly deeds I might have done,
With unattempted loveliness.
Oh, costly valor never won.”

PRESIDENT CLOYD: The discussion of Don’s paper will be led by Dean Wesley P. Lloyd of Brigham-Young University. Before Dean Lloyd takes up the discussion, I make a report on change of our plans for the afternoon. We were planning to make a pilgrimage to the grave of Vic Moore, whom many of you knew. When we saw the type of weather it was felt unwise to drive the distance. And so, we are going to hold that memorial service here this afternoon.

We will now have Dean Lloyd of Brigham-Young lead in our discussion.

MR. WESLEY P. LLOYD (Brigham-Young University): President Cloyd, Don Gardner, and Members of the Association: I think you will join with me in appreciation that Don finally made the meeting in time to give the address. Now, most of us can give a talk, and then the presiding officer will just get up and dismiss the meeting, and we are saved. Not so with the keynoter. He has to remain somewhat like some one going through a Ph.D. examination and hear what the boys have to say about it. Don let me look through his address, and I read it very carefully in an attempt to see what kind of course was being charted.

I should like to call this a sort of second chapter charter for the Association. I assume that following the first World War, there

must have been a number of types of charters, and now, following the second one—and in this day of real expansion—there is nothing more appropriate than an additional charter to find our way.

This has not been, as I see it, a talk of prophetic utterance that moved through on the poetic angle, but a hardheaded statement of fact, not so much about what is to happen, but what is happening and what has happened right here among us.

I am sure that any of us, who have worked through some of the problems of reorganization on our own campuses, must have referred at some time to Don's earlier work. When this storm struck us at Brigham-Young University, one of the first books I referred to was his treatment of Student Personnel Services in Institutions of Higher Learning. And in the day when that book was written, the problems seemed to be very much in evidence, the areas fairly well defined, and now today, as we meet together, we are finding ways of actually changing those things from paper talk to actual organization. It is good to have him here assisting us in the transition.

In his suggestion to us today, there has been no sign of educational inertia, no strained attempt to promote any one system of thinking, no wild prophecy of what is to be, but a down to earth statement of things as they are. I don't know what is your pleasure in our discussion of the address, but I should like to take license to call in the latter part of it at the beginning, as a starter for us, and I quote from the address:

"I am convinced that if we as individual educators and as an Association can adopt a clearcut philosophy and administer it with a centralized organization that fine young men will be attracted to the field and can be trained to do a better job. If we can do these things, we will be carrying forward the banner of the NADAM to the objective set 30 years ago—to serve students."

The address, as you know, dealt first with a clearcut philosophy of our work; second, with the kind of organization best fitted to accomplish it, also, the problems of deans as individual educators, and then with the problems of the Association as a whole.

First, then, as to the philosophy. You recall he outlined an accumulation of activities, or he suggested the danger of an accumulation of activities, rather than a well planned program, which is part of an educational scheme. Now, we have talked from up here most of the day. Let's turn it back to the group now, and I would appreciate your starting somewhere in this area, from his definition of our philosophy in which he outlined that our work is to consider the student as a whole, intellectual, emotional, physical, social, vocational, moral, religious, economic, esthetic. I take it that is a complete individual. All right, men, is it possible, and if so, how do we get at it? It is your turn.

MR. ARNO NOWOTNY (University of Texas): I might say this in passing, that Vic Moore had the title of Dean of Student Life at

the University of Texas twenty-two years ago. Some titles are not important. They are a means to an end. I heard Dean Hawkes of Columbia say one time about a lot of records and tests: "They are all right, but they are like winking at a girl in the dark. They are all right but nothing ever happens."

It seems to me that whatever we do at our campus at Austin or Dallas or at Maine, wherever we are, that we have to be conscious of certain personalities, certain men and women who have been there a long period of time. We mustn't forget what our picture is. If we are selfish and have an ax to grind over what our power shall be in this picture, we are going to be unhappy about it.

I would caution any youngster to go slow in worrying about your power and your duty, because I think things will work out if we make haste slowly and work it out in the blue print. The blue print that may work at Akron may not work at Ann Arbor or West Lafayette. But nevertheless, I value this Association because of experimenting. We want to be eternally dissatisfied with what we have, true, but I think we ought to make haste slowly in changing too fast, because motion is sometimes not changed for the best and vagueness is not a sign of profundity either.

I don't know a lot of answers. I don't know any sure cure, but I do think this Association has certain human values. President Lee gave us those beautifully a little while ago. Let's don't take ourselves too damn seriously. Keep our sense of humor, and then read Don Gardner's report over again, because it is a darn good report.

MR. LLOYD: Thanks, "Shorty." Any other comments on this report of transition of function?

MR. S. EARL THOMPSON (University of Illinois): Dean Gardner has touched upon the centralization of responsibility for student personnel service. This process has led to the appointment of Deans of Students, and Directors of Student Welfare, who deal with the guidance problems of both men and women. Can the same set of counseling objectives, techniques, and procedures apply to both men and women students?

MR. LLOYD: Are the counseling problems and techniques and aids for men students and for women students identical, or will we need to move into two areas of work and stay there? What is the experience of your campus and your group in that?

MR. EDWARD S. BETZ (College of the Pacific): I think the answer to that, of course, is yes and no. There are certain problems that very definitely are divided because of the nature of the problem. It so happens, in our lower division, all of our counseling is in the hands of teacher counselors, under a Dean of Curriculum and Guidance, and the counselors are men or women who counsel men and women. Problems of vocations for women are so much greater than the problems of vocations for men, and they coordinate very nicely.

Certain other problems, social, personal nature, seem to me do require some more accurate guidance from perhaps the Dean of Women. So, I think there is a road for both.

MR. LLOYD: Does it take a woman administrator to meet these problems of women's groups?

MR. BETZ: If you are speaking of the top-flight administrator, not necessarily, no. But I think in some cases it requires a personal contact with the woman.

MR. LLOYD: We certainly have common problems for women. In our own experience we are trying to determine whether or not the problems of women can be met by a woman counselor, who doesn't have to carry executive responsibility and can have girls come to her, knowing that she is not an authority but an informal counselor. I wonder if you have had any experience of that kind on other campuses.

MR. NOBLE HENDRIX (University of Alabama): I think the problems spill over a little bit into the field of student life. Also, not only do you have this problem about where there are specialized types of counseling for women, but you also have the picture of student activities and organizations that are peculiarly women's organizations.

In other words, the question, I think, can be made not only to apply to the field of counseling but can apply to the organizational life in the institution, and inevitably, the organizations and institutions in our coeducational institutions have somewhat a tendency to follow the pattern outside of institutions in general life, and it may be well if the question might be broken a little bit from the question of counseling over to the field of peculiarly women's organized activities on the campus.

MR. LLOYD: We may overlook an equally significant part of the Keynote Address, that is, ways in which we can promote the fundamental philosophy of student personnel work in order that it will include something more than mere academic training on the campus. Does any Dean or Member of our Association here have experiences that will be of benefit to us in passing on, through your faculty and through your administrative organization, this idea that the whole student should be dealt with on the college campus, rather than merely the intellectual student? While we are not primarily promoters, there certainly is something related to conversion to this philosophy.

MR. EUGENE W. DILS (Washington State): I think, if we become more specialized, take in more functioning all the time, that there is a danger that we get so far out ahead of the parade, the parade turns the corner and we still think we are leading it. We need a great deal of interpretation to the faculty, to bring them along to this student personnel point of view. I should like to hear

of some of the things that are done on other campuses to interpret our program to them. They are so apt to think, "Well, we have a student personnel program. You just go over there. We will write you off."

We are in the process, now, of integrating all of these personnel services under one head, and the faculty so frequently says, "Well, we have special services now, we won't have to do anything about them."

MR. LLOYD: Do these changes come about as a result of a conference in an office with two or three administrators, or did your faculty come in on the new viewpoint?

MR. DILS: Most of our preliminary work is done in the Educational Policies Committee, but the Educational Policies Committee changes point of view. It doesn't get to the rest of the faculty.

MR. LLOYD: Have we a good example among us of where this transition of function and broadening educational philosophy was brought to a campus after discussion of the entire faculty, rather than just by a number of the executive group?

MR. J. J. SOMERVILLE (Ohio Wesleyan University): Not to the entire faculty, but to groups of academic advisors, as well as groups of counselors. It has been brought to them. At the present time, we are in the stage of working out a quite extensive piece of work, that will be added to each faculty member, as to the motive of personnel work, carrying into the introductory statement, the statement Don gave this afternoon as what constitutes the whole individual.

MR. FORREST D. BROWN (Fresno State College): Facing this problem at Fresno State, being there for the first year, I am trying to implement a program which is set up really at the very top level. The State Board of Education has handed it down. I found that one of the most valuable techniques of, shall we say, indoctrinating the faculty and getting their cooperation is by taking an aspect of the personnel services program one by one. And over a period of about two weeks, I have sectional discussions of this one aspect, spotted on different hours of days, that make it possible for any faculty member to voluntarily attend this discussion, at which time we will present, about the first half hour, the aspect of this type of work. Let's say it might be just a discussion of college aptitude tests, or explaining our procedures set up for vocational guidance, and then the last half of the period for the faculty to discuss it, give us their opinions about it, criticize it. Through that medium, I find I am having some success in bringing the faculty along with what we are attempting to do and giving them an opportunity, also, to feel a part of it and to get, also, the result of their thinking, their attitudes, out of which I think we are getting a great deal of cooperation.

MR. RAYMOND P. WITTE (St. Mary's University): We had a

problem at our rather small school—850, all men. I was trying to run the whole job myself and found out that I couldn't do it. So, I had to get the faculty in. Of course, we have an advantage there of practically the entire faculty residing on the campus. We have faculty meetings twice a month. It was very easy to bring up the problem of the Dean of Men's office at the faculty meeting.

I decided the whole job would have to be divided among a rather major part of the faculty. So, we called for volunteers, and we got about twenty volunteers; and out of the twenty, we picked fourteen, fourteen men who were qualified, either by training or personality. We divided up the entire freshman class among those fourteen men in order that they would be forced to contact the students, our freshmen. All students on probation can only receive a report card from their counselor, his mid-term grades; the grades that come out at the end of the probationary period. He has to see the counselor and get it from him.

At that time, the counselor makes an appointment with the students to see them at some other time, so that each one of these men sees the students who are assigned to them at least twice in each semester, and my job then is just to coordinate, see that the counseling is being done, and that the counseling is not just on academic levels but on all levels, trying to carry out the philosophy we are speaking of here, with the entire student, the entire man.

I will say that it has worked out very successfully, and of course, when you have a faculty that is resident on the campus, it is very easy for any student to grab hold of any man that he is looking for and go to him for advice. But at least that many are assigned to fourteen faculty members. It averages out about twenty-five students per member.

MR. LLOYD: No doubt you recognize that this matter of bringing the faculty in with you must be greatly different on campuses of different sizes. What we would say with reference to one university would be totally inappropriate for another. It may be true that where changes of university presidents occur, there are good opportunities to present the student personnel viewpoint. Many presidents, these days, are having to and are anxious to face, the viewpoint of the entire student. I wonder if, as counselors to students and as deans, you and I do not have as companions the president of every university, for the simple reason that in these days, I don't know of any more pressures that are being put anywhere than are being put on presidents to do something other than merely academic on the campus.

Many of our presidents may be wondering why we do not seek a conference and say: "President so-and-so, what is going to happen to this thing, if we don't move into it? What is going to happen if our specialists on the campus keep on being specialists only in their particular subject matters?"

There may be a way that you and I haven't yet discovered of getting into partnership with the man on the campus who likely is more anxious, if we only knew how to present the problem.

MR. RALPH C. DUNFORD (University of Tennessee): I would like to ask a question and get some help. We have an opportunity at our State University to do as our speaker has indicated, probably to enlarge our office and the specialists on our staff. I have been thinking about this possibility of getting from the faculties, of the several colleges, a man on the teaching staff, who would be Assistant Dean of Students, in the particular college to carry out the functions of the Dean of Students of the whole man in the college. Let him serve, rather than to greatly augment our staff with a group of specialists in the central administrative office. I think we have that possibility of going either one way or the other.

Which is the better way? Does anyone have the experience with the utilization of Assistant Deans of Students in the several colleges? We have an engineering school of eighteen hundred; business administration about the same number. It would be well to split the Dean of Students functions by taking a man who shows the traits that we think the Dean of Students ought to have, showing an interest in the work. I don't expect an answer now, but anyone who has suggestions one way or the other—

MR. LLOYD: The experience of Dean Strozier, University of Chicago, may be helpful.

MR. DUNFORD: Dean Strozier brought the matter up.

MR. ROBERT M. STROZIER (University of Chicago): In the University of Chicago, we have associated with the Dean of Students office, a Dean of Students in each of the divisions, the four divisions of the biological, physical, social sciences, and the humanities, the college of the University, and the professional schools. At the time the organization was set in motion, administratively, a Dean of Students was put in each of the divisions and in the college, and the professional schools were given the right of either entering the plan or rejecting it. They gradually have accepted it, so that now associated with my office there is a Dean of Students who is also a faculty member in each of the schools and divisions of the University.

They are concerned with the registration of students, the keeping of the academic records, the placing of the students on probation, and the academic counseling. They are not central administrative officers. The other people associated with the office of the Dean of Students have functions that are central in character, but these offices have duties that are concerned primarily and distinctly with the particular school or division in which they are associated.

Under the Dean of Students in the college, for example, there are forty-four paid advisers, who are members of the college faculty, who give one-fourth or one-third, or in one or two cases, one-half

of their time in the academic advising of the college students. That briefly is the plan.

MR. LLOYD: Thank you, Dean Strozier. This represents what I suppose could be called a pioneering effort in bringing academics and student personnel together. Somehow, it seems to me, that every one of our campuses ought to be an experimental laboratory in human beings, finding new ways to tie the subject matter to the student in his out-of-class work. I believe Dean Strozier's comment leads us rather naturally over to this second area that Don calls the touchy area.

In the Address, there was a recommendation that student services must be coordinated, probably with a chief personnel executive, rather than having 10, 12, or 18 executives attempting to cover the same area, not so much a specialist in a limited area, but primarily an administrator with specialists working with him.

We seem to have a choice here between holding on to the past, and a single dean, probably Dean of Men, attempting to carry through and take this intimate, personal counseling, with as many students as he can interview; and on the other hand, not the problem of divorcing counsel from students, but organizing it administratively so that the work of some of the great men of this Association can be extended.

Some of us were working, evidently, in too narrow an area. Some of us were trying, ourselves, to reach all the students. I think it came to us on our campus, when I discovered the high limitations of the particular officer who was trying to reach them all, because I was that officer. To centralize organization, therefore, is not to eliminate services, but as has been so well pointed out in the Address, to extend those services in more technical and finer and better ways through centralized organization. May we have the advantage of your experience in this move toward centralization now?

SECRETARY TURNER: Last night, a small group of us settled all the problems of this Conference, and Mr. Rollins of Harvard University made some statements in connection with administration which, if he can repeat them today, ought to come before this group.

MR. J. LESLIE ROLLINS (Harvard Graduate School of Business): The problem we talked about last night, I think, was along the same line as the old dean's theory, and of course, I am now of the school that tries to teach administration. I think that the sort of philosophy that Don has tried to tell here runs in any kind of organization, whether it is big industry or small industry, and that you have to break down these functions. There has to be a corollary head to them, but each one must be expanded, and we at least have tried to do this in a different type of organization by having a great deal of assistant deans.

We have six assistant deans and have different functions, and they

meet as a Board. The same thing is in the college and the other graduate schools. We also bring in faculty members. But the whole problem, as I see it, is just one purely of reliable administration from the top.

Now, I know it is regretful that Don and a lot of these other men don't see as many students as they used to, but as I see it, you have just got to sacrifice that part to be able to see and to help the greatest number of people in your institution.

MR. DONALD M. DuSHANE (University of Oregon): Don Gardner steered clear of semantics and spoke of the whole student. I think, from the discussion this afternoon, that it might be well to steer clear of charts, organizational graphs and diagrams, legalistic divisions of the academic life into one category and another—who counsels the girl? Who counsels the boy? Should professor do it or some one else? Should it be the Testing Bureau only? And we should start looking at the whole university or whole college; because in effect, every person who comes in contact with the students, whether it is the professor or employee of the dormitory, or the business office or representative of it, has an impact on the student's development.

It may be some of these people have a great deal more to do with the actual development of the personality of the students than a lot of us here who think we are deans of some caliber. In that connection, the administrative problem, it seems to me, is relatively simple. Use all the counseling help you can get from every source, and try as well as you can to see that all the rest of these people at the university understand what is available, what can be done to help them, what they ought to do in cases where they can't quite handle it themselves.

MR. LLOYD: Thank you, Dean DuShane. Now, as our time moves along here, there is one area of the Address that we haven't given a great deal of discussion to—problems facing the Association.

It was pointed out that the Association grew from needs following World War I. The time since then has influenced the size of our organization, its membership in institutions, an indication that roughly 60 per cent of our membership now are centralized chief personnel officers for students in institutions. Don suggested that to an outsider our meetings must seem a "hodge-podge" and that we have a distinct problem in making certain that, in these yearly gatherings, we are meeting the real need in addition to our personnel, or I should say our personal relations with one another.

The matter of the brotherhood is a great thing, something we wouldn't want to lose. But the matter of meeting each man's function, so that he can discuss that function with other men of like functions on the campus and on the various campuses, is still a significant issue. It is suggested, also, that in order that new men of stature may be attracted to the profession and to this kind of work, that a

Committee of this Body should be formed, a Committee studying the subject of training of staff members, both in service and new, and that if we can retain our philosophy of the entire student and have an administrative organization that shows planning and effectiveness, we need have no special concern about the type of men we are going to attract to associate with us in this important work.

I think we should not close this discussion without asking Don if he has something, that has grown out of the discussion. Don, will you respond for just a moment on any item that may have come up?

MR. GARDNER: My answer to Dean Thompson from Illinois on that section business is yes. I don't think counseling a woman is different from counseling a man. Now, whether you want a man to counsel a woman or a woman to counsel a man, I don't care.

Unfortunately, I note that I did not give you a title for this address. The title was "Problems Before Us". I had no hope of solving them. I just wanted to point them out to you, and "Shorty" said these problems have to be met. We can't wait to let them die. We can't keep educating just the new people. Well, I won't go into that, but we must sell this idea to these faculties; frankly, I think they have forgotten.

If we could have loosened up some of the old men around here, they could have told you some of their faculties were quite familiar with this stuff. Your faculties are not. They have grown a thousand per cent, some of them, and as some one remarked over here, "Send them over to the Dean." Everybody on the campus has to be drawn into this.

As far as centralization of administration goes, I don't care what you call it, but it has got to be drawn together some place or it is a mess, as it is on many campuses today, Gentlemen. We might as well face it. The other issue is what part this Association wants to take in demonstrating a certain amount of leadership in this field.

But the new men—and I polled quite a few men after the last meeting in Michigan, and I was astounded to find out how many of them were utterly bored with the program. One of them wrote to me this way: He said, "It was quite necessary for you old fellows to get together and have a good time, but how do we young guys learn anything? The program," he concluded, "was stupid." Well now, I enjoyed it. I had an awful good time. (Laughter)

But I found that there were quite a few young men who appreciated our fellowship and they also come here to learn something. They wanted to get the wealth of experience, which many of you men have, and whether you have 14 assistants, as Bob Strozier has, or 49, or something else, I don't know. That is relatively immaterial. It is the spirit of this thing. It is this Association—to be able to continue the work of those great men who have gone before us. I just raised the problems to you. Thank you. (Applause)

MR. LLOYD: I am sure there is going to be vital discussion

as you meet together in your rooms or in the lobby, when you begin to unload as you want to, when nothing is being put in the minutes. This is the advantage of our kind of association.

Don, I hope this discussion hasn't tended to mutilate completely a concise and exceptional message, and I am sure I express the appreciation of the entire group in saying thanks for a great Keynote Address. (Applause)

PRESIDENT CLOYD: After an announcement or two, I am going to suggest that we take a five minute recess, and we will then go into this brief memorial service in tribute to our friend and former companion, Vic Moore.

. . . Recess . . .

PRESIDENT CLOYD: Will you all please be seated.

As we come to the next part of our program, I know that many of you will be glad to know that we have with us for this part of the program this afternoon, two of Vic's daughters, Mrs. R. A. Hatcher, known to many of us as Sally, Mrs. Byrum Garrett, known to many of you as Lucille, her son, Vic's grandson, William Garrett, and two of Mrs. Moore's sisters, Mrs. J. W. Godby and Mrs. Hattie Mae Clark. We are happy they could be with us at this time.

I shall ask Dean E. F. Bosworth of Oberlin College to give the Invocation.

MR. E. F. BOSWORTH (Oberlin College): "God the Architect" by Harry Kemp:

"Who thou art I know not
But this much I know;
Thou hast set the Pleiades
In a silver row.

"Thou hast sent the trackless winds
Loose upon their way;
Thou hast reared a colored wall
Twixt the night and day.

"Thou hast made the flowers to bloom
And the stars to shine,
Hid rare gems of richest ore
In the tunneled mine.

"But chief of all thy wondrous works,
Supreme of all thy plan,
Thou hast put an upward reach
Into the heart of man."

O God, our Heavenly Father, Creator and Sustainer of Life, in whose mind there is a Great Plan for the Universe and for all mankind, a plan in which there is a part for each of us to play.

We would open our hearts and minds to Thee as we come together to this hour of memories. Together we remember our friend, Vic Moore, his boundless enthusiasm, his kindly wisdom, his warm friendliness, his rare sense of humor. And together we ask for inspiration and guidance as we rededicate ourselves to the task of helping young men make their lives worth-while, rich and strong, and effective in every way. Amen.

PRESIDENT CLOYD: I now recognize Dean Arno Nowotny, University of Texas.

MR. NOWOTNY: I think all American people love shrines. We love to go to Mount Vernon; to Springfield, Illinois. All Texans like to go to the Alamo and other places that are important in American history. Those of us in this Association also have shrines that are peculiarly our own.

Two years ago, we had the privilege of standing silently, reverently, and very tenderly in front of Stanley Coulter Hall, at Purdue University, in memory of a great human engineer. Two years before that, we had had the privilege of visiting at Urbana, in the home of Alpha Tau Omega, and to be present at the unveiling of a portrait that hangs there, a gift of a lot of friends of that fraternity, a portrait of Thomas Arkle Clark.

These are shrines to those of us who are members of this Association. To me and to those who are here, Rosehill Cemetery is one of the shrines. When loved ones are taken, only time can heal such wounds and translate them into cherished memories. How Vic loved this Association. How he looked forward, year after year, to going back to these meetings, shaking hands with those men he loved, and respected, and renewing friendships and fellowships. Sometimes he would take along "Shorty" Nowotny, or sometimes his daughter, or his mother-in-law, because he wanted them to share with him the rich blessings of this Association.

I hope you will pardon my being personal in remembering a man who was more than my boss. He was like a father to me for about thirty-five years. I remember we went together in an old model "T" Ford to that Boulder Meeting just twenty years ago. On the trip back, we went through the deserts of Northern New Mexico, and it might be called the desert of Texas, and we struck rain; and it took us three days to plow through at the rate of about two hundred miles a day.

I learned on that trip something about this great character. One night we got to bed at ten o'clock, traveling all day long at the rate of about ten or fifteen miles an hour, pushing that old model "T" Ford. I remember we had a room at Childress, Texas, and I was cognizant of the fact that Vic knelt beside his bed, because he was deeply a religious man, not a fanatic, but he believed in the therapy of prayer. To him it was a catharsis for repressed emotions, repressed resentments, an instrument that gave him the skill to develop

a well integrated personality that made it so important and so possible for him to inspire others as a coach, as a principal, and as a dean.

I remember when we went to Knoxville. On the way, we stopped at Nashville to visit his old alma mater. I remember how proud I was as one of his "boys", seeing in the administration building a picture of Vic Moore graduating with highest honors, a three-letter athlete from Vanderbilt University. At the Kappa Sigma House, thirty-five years after his graduation, there was a picture of Vic Moore. Kappa Sigma still remembered this great boy.

I remember that he went from that meeting at Gatlinburg up to Kentucky, where he met Lucille Taylor. He came there, a timid upstart from Vanderbilt, who didn't know the girls, who was timid, which I couldn't understand about this fellow. He came there as a teacher and as a coach at Kentucky Wesleyan. The man who was to be his father-in-law was President of that institution, and he finally found that friendship ripening into love and a beautiful marriage. I remember his saying to me: "Shorty, our honeymoon never ended."

He went from Kentucky to a little school in Maryville, Missouri, a teachers' college, and then, with Joe Godby, his brother-in-law, whose dear wife is here today, and with dear old Dr. Taylor, his father-in-law, they built Carlisle Institute, a great institution, which is now the North Texas Agriculture College, one of the finest institutions in our state.

He was a great character, simple in his earnestness. Even though he has long slumbered in his grave, I can close my eyes and listen to his dear sweet voice speaking to me again. He had the ability and the willingness to accept responsibility. He hated hypocrisy in any form, whether a man pretended to be better or worse than he was, because he knew that one stood for nothing and one would fall for anything.

He was firm but not uncompromising; just, but not vacillating. He didn't take himself too seriously. He learned how to use authority with students, with his fellow employees, with his college, with his superiors. Vic Moore loved youth, because of their enthusiasm, their idealism, their daring, their courage. As Umphrey Lee said here today, how desperately we need men of good will towards all people, all races, all creeds. He had a little prayer that he loved: "Lord, give me the serenity to bear the things I can't change, and the courage to change the things I can change, and the wisdom to know the difference."

He was deeply religious, because I remember when we went to Knoxville, he went to the old church, where his father was pastor. His Dad was one of the great ministers of the Methodist Church in the Southland, and his father-in-law, Dr. Taylor, spent his last years as the Dean of the great extension center at S.M.U., and he was one of the dynamic leaders of the Southland. He inherited and lived those

principles that he had learned from his father and from his father-in-law, who was like a Dad to him.

The finest thing that ever came into my life was when I had the privilege to sit at his feet and learn something of the philosophy of counseling, something about human engineering, something about dealing with men and women on college campuses. I think I believe with Webster that "if you work upon marble, it will perish; if you work on brass, time will efface it; if you build great temples, they will some day crumble in the dust. But if you work on the immortal souls of young men and women and give them a just fear of God and teach them to love their fellow men, then you will engrave something that will last through eternity."

Washington Irving has given us a beautiful legend and a character called "Rip Van Winkle" who came back from the Catskill Mountains. Rip wasn't sure of the time element, but I remember this one sentence in that legend when "Rip" was unknown to a lot of people he inquired about, and he uttered this tragic sentence: "Are we so soon forgotten?"

I know, knowing people like you and what you have said, and what you have done to him and his loved ones, that Vic Moore will not soon be forgotten in the annals of the history of this Association.

PRESIDENT CLOYD: I will next recognize Dean Emeritus Scott H. Goodnight of the University of Wisconsin.

MR. S. H. GOODNIGHT (University of Wisconsin): Friends, in spirit we are gathered together this afternoon at the last resting place of one who was near and dear to every one who knew him, to pay loving tribute to his memory. The terse epitaph, which we have all voluntarily inscribed in our hearts to him, is the simple phrase: "He was my friend."

Rarely have any of us known a man who so completely personified friendship as Victor I. Moore. You can't describe it with such common phrases as kindness, geniality, generosity, fidelity. It was all of that and more. The man simply gave himself to you completely. Of a truth it may well be said of him, he builded a house beside the road to be a friend to man. And this warm-hearted personality possessed all the charm, the endowments, that made his friendship so eagerly sought and so highly prized.

In his youth he had been an athlete, in his maturity he was a classical scholar of real erudition, a teacher of distinction, an administrator of insight and forcefulness. He had broad understanding, quick and ready sympathy, real humor, and a high, deep sense of integrity of duty, of justice. He was a man's man, and a dean's dean. He was a loving and loyal husband, a doting father, and with all, a high-minded, public-spirited citizen.

Not only his immediate family and close friends, but the great Commonwealth of Texas, and her great University, suffered irrepara-

ble loss when he was taken from us. Victor Moore never amassed great wealth. He didn't have time for that. He never entered the political arena nor strove for personal advancement nor aggrandizement. He was too busy for that. He was too busy living, living for others, not alone for his own family, for his closest intimates, but for all with whom his high office brought him in contact, for the boys and girls of Texas, for his college and the faculty, for his fellow citizens; and thus he lived a life of grandeur.

He walked among the mighty men of earth, because he lived a life of unselfish service, of devotion to his human ideals. And thus it came that with twilight and the evening star, with one clear call for him, he went forth to meet the destiny that is allotted to all mortals, not like the galley slave scourged to his dungeon, but sustained and soothed by an unfaltering trust, like one who wrapped the draperies of his couch about him and lay down to pleasant dreams.

Rest in peace, Brother, Friend, and may not only the manner of your going, but still more importantly, the manner of your glorious living, long continue to be a light upon our pathway, a goal for our admiring emulation, and an inspiration to our noblest endeavors.

PRESIDENT CLOYD: I want to express our appreciation to the Committee that made the original arrangements for all of us to go to Rosehill and place this wreath there. As was announced this morning, it was felt unwise to carry out that plan, but a group of us will go and place this wreath there. May we stand while Dean E. Baker pronounces the benediction.

. . . The Assembly arose . . .

MR. EVERETT M. BAKER (Massachusetts Institute of Technology): May the spirit of the man whom here we honor, and this occasion, prompt in us memories of strong friendship and knowledge of true devotion; stir in us highest motives, move in us noble principles, illuminate in us the upward reach of kindness and our common desires for service and have God's blessing. And may this spirit abide with us this day and always. Amen.

PRESIDENT CLOYD: We stand adjourned.

. . . The meeting adjourned at five-fifteen o'clock . . .

THURSDAY EVENING SESSION

March 11, 1948

The Sectional Meeting on Publicly Supported Institutions, held in Parlor A. of the Hotel Adolphus, convened at seven-forty o'clock, Dean H. E. Stone, University of California at Berkeley, presiding.

CHAIRMAN STONE: If you have been reading your programs, you will notice that there are five sectional meetings this evening, as follows: The Publicly Supported Institutions, the Privately Supported Institutions, Municipal Institutions, Technical Institutes, and Teachers Colleges.

Ours, then, are the institutions supported by the people of all social, religious, and economic groups through direct and indirect taxation, and our obligations consequently are equally cosmopolitan and equally positive.

I want to suggest two or three questions on which we of the University of California, Berkeley campus, would appreciate your advice. How may restrictions on admission be used to prevent overcrowding of facilities in our publicly supported universities, and at the same time avoid the charge of undemocratic action?

Second: What changes, if any, are you making in your standards for dismissal of students because of scholastic deficiencies? If more severe now, how about your democracy, or the charges against your democracy?

Another: What plans are you making for carrying these special services to veterans after the recent upsurging tide becomes an ebbing trickle? Will the work of the veterans counseling centers result in such a counseling service for all students on your campus?

Another question that disturbs us on a campus such as ours is: How can we develop a social life on a campus of 20,000 students, which will encompass the majority of those students, and promote a feeling of warmth and unity among them?

I am wondering how many schools are represented here where you have no choice at all as to the people you admit so long as they are graduates of accredited schools in your state. Let me see a show of hands on that. (12 raised their hands)

VOICE: Beyond physical limitations?

CHAIRMAN STONE: No, I am talking about academic qualifications.

MR. GEARY EPPLEY (University of Maryland): Isn't there another question there, Sir, besides high school graduation: It is possible for people to graduate from high school and not be recommended by the principal for college work.

CHAIRMAN STONE: That, then, is not an automatic thing.

MR. ROBERT S. GRIFFIN (University of Nevada): We feel obligated to admit any graduate of our high schools. Nevertheless, we have the right, under the law, to restrict that admission. And I am curious to know how many have actual legal requirements that call for admitting people from high school.

CHAIRMAN STONE: How many are obliged by law, in your state, to accept high school graduates of accredited high schools to the state university? (12 raised their hands)

Is there anyone who is making any change in your entrance requirements? What other criteria now are you using where you do have flexibility and where you have some privilege in modifying admission? What other standards are you setting up besides graduation from accredited high schools?

MR. BRINTON H. STONE (Alfred University): We are using the form recommended by the National Association of Secondary School Principals, which has a rating scale on the back, on personality qualifications, and to that we have added a line of our own entitled "Integrity."

CHAIRMAN STONE: Any other devices?

MR. E. E. STAFFORD (University of Illinois): We have at the University of Illinois what is known as the progressive plan of admission. Each college and school sets a quota of students that can be accepted for the year. Then, up to a certain date, all Illinois veterans who meet the requirements, are admitted; all high school students who are in the upper 25 per cent of their class are admitted. That is the first period. Then, the second period, the veterans continue, and the high school students in the upper 50 per cent of the class are admitted.

In that time, some of the quotas are going to be filled and admission is denied to students later on. Finally, the third class would be the high school students who meet the requirements and who are in the lower 50 per cent of the class. In with that are the students from out of state, who are in the upper 25 per cent of their class. They are admitted throughout.

MR. J. H. JULIAN (University of South Dakota): People in the upper 25 per cent out of the state come ahead of the lower 50 per cent in Illinois?

MR. STAFFORD: Yes.

MR. FORREST D. BROWN (Fresno State College): I would like to make comments about two issues. One, we should attack this upon a state-wide basis, decide what types of college education they want to provide for their youth, and then perhaps designate the types of colleges that can answer those needs.

For instance, in California, the University of California system has been and is becoming still more selective. The state college system has been less, but according to the Strayer report to the Legislature just last month, the state colleges will become more selective. The junior colleges are practically not selective at all beyond merely school graduation. Then, if a student makes good in a junior college, he can move up, or in a state college, he can move up. So, you have levels.

Now, the second need is for research to establish the minimum aptitude levels in these various schools, and then in specialized curriculum in each school. I am busy trying to find out what is the minimum level for a college as a whole, what is the minimum level for the curricula within the college, and the minimum level for some specified subjects, such as Chem. 1A and Zoology 2A.

I go back to the point, finally, that it should be solved upon a state-wide basis, and any one school in the state that attempts to solve it by itself is making a mistake.

CHAIRMAN STONE: And we are quite gratified that the State of California has approached that problem in just that way as Dean Brown has mentioned.

May I ask this: How many deans are there present who have as one of their direct responsibilities the administering of the admissions program in their institutions? (6 raised their hands)

MR. JOHN E. HOCUTT (College of William & Mary): This is not done at my college, but I know of one state-supported institution in Virginia, which is using its own entrance examinations as one means of selecting applicants for admission.

CHAIRMAN STONE: How many of the institutions represented here are using the College Entrance Board examinations? (2 raised their hands)

MR. W. S. GUTHRIE (Ohio State University): There is an angle to admissions problems which has to do with admission to professional schools. Two things are happening: one in admissions for professional schools, the requirements are being increased almost universally. Our campus is an illustration. Veterinary Medicine, which had a year of College Arts, goes to two years next year. Pharmacy has a two year program, a Bachelor of Science pattern for admission to Pharmacy. Optometry, which used to be a freshman admission school, has a two year preparatory program and so forth down the line, and I know that is happening everywhere.

The second: there are these great numbers of people being admitted to preparatory work of their choice who will never get into the professional schools. In the College of Arts and Sciences it is probably more acute than it is in the other undergraduate colleges. We have the people who won't be doctors and dentists.

We don't let people begin by declaring themselves as pre-medical

students only. They have to be pre-medical students with another objective in mind also, because 90 per cent of them will not get into a medical school anywhere. I have collected figures these last two years directly from the medical, dental, and vet schools. For example, in medical schools last year, which had as many as 3,000 applicants, (fully qualified people who met all the requirements) there will be perhaps 85 places in the freshman class in medicine. This year you will find schools that are reporting increases of from 30 to 100 per cent over last year in applications.

I have found that the medical school people are disinterested in enlarging the freshman classes. When you point out to them that during the war, in five years, they trained 7200 extra doctors on an accelerated program by running the year round, they insist they are in no way interested in doing the thing again. So you have a tremendous problem of knowing what to do with all these people who have chosen careers but who will never reach them, and, on the other hand, the professional people who are not interested in training any more doctors, dentists, or veterinary doctors.

MR. JAMES E. FOY (University of Alabama): I would like to ask Mr. Guthrie if those 3,000 people have made application only to his school or if they have some duplicate applications in those 3,000.

MR. GUTHRIE: They have. When you have schools like Ohio State, which used to admit out-of-state residents to the Medical School but which no longer do, then you have figures something like six or seven hundred applicants for the 77 places in the Medical College which we have. So we only turn away 90 or 95 per cent of our applicants, whereas other schools turn away 97 or 98 per cent, whatever the percentages are. The figures vary as to whether you take out-of-state people or limit it to your own state residents.

This question about duplicate applications I tried to trace, and I haven't a very good answer on it except in the case of the dentistry people.

The figures were just released in Chicago about a week ago. And actually, I think, there were 2,800 acceptances in dental colleges last fall, and there were about 10,500 individual applicants out of the 20,000 applications.

CHAIRMAN STONE: Well, that condition in dentistry is typical, is it not, of the condition in other professional schools—medicine, law, and so on?

MR. WILLIAM TATE (University of Georgia): Our Law School has not been so rigid in their restrictions. With their lecture method, they can take a large class where your labs can not.

CHAIRMAN STONE: What about this charge of the public that such restrictions on admission is undemocratic, that it is setting up an aristocracy of education which is inimical to the American system?

MR. S. EARL THOMPSON (University of Illinois): Assuming that we have more students who want to attend institutions of higher learning than we have facilities to care for them, what is the most democratic thing to do?

I take it, our assumption at the University of Illinois from what we have done, is that the student who is best qualified to profit from the training and to pass on such profits to society generally, should have the opportunity to receive the training.

CHAIRMAN STONE: I think that is a fine enough statement for our group to adopt as one of our basic principles here this evening. I think we have an obligation in this area of public relations to interpret our admission requirements, why we have standards of admission in state institutions, and why it is that we can not take all comers, why it is not undemocratic to select those best equipped to profit by higher education and so to make a contribution to the society.

MR. NOBLE HENDRIX (University of Alabama): I would call your attention to the fact that the first priority at Illinois had nothing to do with mental qualifications or academic aptitudes and was a matter of what the country owed a special group of men, the veterans.

CHAIRMAN STONE: That would be tough if they were not given a high priority from the standpoint of public relations.

MR. THOMPSON: Not from public relations as much as society's debt to men who have been willing to sacrifice several years and the opportunity to earn and to learn during that period.

CHAIRMAN STONE: How many of you gents are official public relations officers for your institutions as well as being deans of one variety or another? (None)

How many of the institutions represented here have specifically designated, practically full-time, public relations officers? (Almost a unanimous show of hands)

MR. EPPLEY: Can we go back to that problem of the admissions to medical schools and students who are pre-professional? We know that from the national surveys the majority of them wouldn't be able to get into professional schools. How are we going to advise them?

MR. BROWN: We have set up a pre-medical advisory committee, a man from chemistry, one from biology, and one from psychology. There are slightly over 100 pre-med students. By counseling, we are getting these pre-med students to take vocational guidance, either with the Veterans Administration or from the college. We attempt to find out what their interest pattern is and try to keep them to the absolute minimum of pre-med subjects initially. We try to find out then what substitutes in that interest pattern might be used in case they do not get into medical school. Encourage a student to major in

literature, the social studies or in music, while he is getting the pre-med requirements. I talked to the dean at the Stanford Medical School recently, and he says they don't care what the students major in, just as long as they have the bare minimum of those science pre-med courses.

MR. DILS: I think he is on the right track. It used to be that fellows, who were applying for the Veterinary College, would go as pre-vet until they were either accepted or rejected. Then he picked himself up as best he could.

Now, they are all apprised of their chances of not making it, and can slant off in a related field, animal husbandry or wild life management or whatever it might be, and not have to start all over again.

MR. WILLIAM TATE: Our Agriculture College and Veterinary College are separate. We have a definite understanding that the pre-vet students, or the boy admitted to Veterinary School and dropped, shall have the right to return to the school of agriculture.

MR. GUTHRIE: I know on many campuses now personnel people are trying to get a finger in on program planning, so if you take a pre-vet program for two years, what you have is a standard Bachelor of Science program for two years; and if you transfer then into a standard curriculum, you have advanced two years along the way, and it is not a dead-end street. But that is a part where all of us can have a word to say on our own campuses.

CHAIRMAN STONE: This afternoon, the three logical divisions of the university were mentioned—the academic, financial, and student personnel division. I want to go on record myself as believing that any time we deans of students permit ourselves to be known only as the extracurricular deans or the non-academically interested deans, just so surely do we curtail and doom to failure half the work that we might accomplish. We can not divorce our work and interests from the academic objectives and purposes of our institutions, otherwise we are doomed to failure.

MR. GEORGE E. DAVIS (Purdue University): You raised the question that concerns us particularly, the difficulty of having a student on probation, who wants to leave one school and transfer to another school. You indicated the unwillingness of the dean of the other school to accept him as a transfer student. I would like to know what the practice is in other schools as to how you handle that situation?

MR. H. E. LATTIG (University of Idaho): Our deans agreed on a plan whereby a student wanting to transfer had to go through counseling. If the counselor made a definite recommendation that this man switch divisions, he would be accepted and would be on a year's probation to see whether he could make good or not. And it is working out very nicely.

MR. J. FENTON DAUGHERTY (University of Delaware): We have done the same thing. If a man does bust out of Engineering, for instance, and wants to go into Education or into Arts and Science, we send him to the Guidance Center; if the recommendation of the Director is that he has possibilities in some other field, we take him in on probation to see if he can make good. We think we have an obligation, if we have admitted him, to try to get him set up in the proper school.

MR. ERICH A. WALTER (University of Michigan): In transferring students from one college to another on probation, if they have shown aptitudes in subjects in another college, we let them elect courses in that college until they raise the probation, then they come over as full-fledged students.

CHAIRMAN STONE: What changes, if any, are you making in your standards for dismissal of students because of scholastic deficiencies? Are you endorsing your scholarship requirements more rigidly as one method of meeting your overcrowded conditions, or have you raised your standards, and are you eliminating more students than normal because of academic or scholastic deficiencies?

MR. LESTER G. BRAILEY (Marshall College): We haven't changed our standards any, but it seems a very common complaint that things are a lot tougher.

CHAIRMAN STONE: Also, they claim that the competition of the veterans is so severe that it makes it almost impossible for the non-veteran student, who is much younger, to keep up with them.

SECRETARY TURNER: Actually, the standard is higher, because the mature students are making better grades. That is true in all men's averages, and the competition is better because the quality of the students is better. The professors aren't being any tougher nor is the university, but the competition is keener and the students are better. Consequently, the competition is just rougher.

MR. R. MALCOLM GUESS (University of Mississippi): A few of the faculty members reported, because of the maturity of the students, they were making it tougher on them, because they had to work harder to keep up with the students.

SECRETARY TURNER: By actual percentage, the number of students we dropped out of about 20,000 students this past semester, didn't vary five-hundredths of a per cent over what it did before the war, about 5%.

CHAIRMAN STONE: How soon after the close of a semester can you get the grades so you can act on eligibles for dismissal?

SECRETARY TURNER: We don't act on them. The colleges act on them in three days. We get grades of all students in a week. It is all done by photostat.

MR. DONALD R. MALLETT (Purdue University): Within 72 hours after the grades are turned in, our office has complete reports on 14,000 students by using I.B.M. machines.

MR. DAVIS: What is your general policy relative to students that have been dropped, to re-admit them immediately or not?

SECRETARY TURNER: About 1,100 students were dropped. Two hundred were re-admitted after careful examination. All we are called into on that, is for consultation—if we can contribute anything about this boy that might be helpful in consideration of this case. The rest of them will have to stay out awhile.

MR. DAVIS: What profit is there to staying out for a semester or a year?

VOICE: It all depends upon his cause for failure.

MR. NOWOTNY: If a boy is 25 years old or older, the dean of the college uses discretion, and if there are extenuating circumstances, they are readmitted immediately.

MR. EDGAR G. CURTIN (Rutgers University): Are you experiencing what we seem to be, that one reason for scholastic difficulty is that high school preparation in English and Math seems to be going downward, and the people who come to us don't have the ability to hold their own?

MR. R. C. BEATY (University of Florida): I think the high schools have been to blame for the last 20 years also.

MR. QUINN: We have introduced essentials for commercial minimum math and English, as of last September, incorporated them into our A.C.E. psychological test and worked out a formula which students must measure up to as minimum requirements. Although we are a state institution, we have reserved the privilege of doing that.

I would like to make a comment about probationary status. We don't have any attendance records. We have two regulations: First, that students must attend all classes, and second, that no attendance is taken.

We don't have any probationary status. There is no academic or activities probation in our school. If a man is in school, he participates in everything. He gets a warning letter at the quarter, which in no way involves any change of schedule or program on his part. He gets a letter from his dean, which closes with an invitation to come to see him, of which he avails himself or does not, as he pleases; and at the end of the semester if a man falls below his requirements on a cumulative basis, he is automatically dismissed from college. We take back a certain number, which is indicated by so-called extenuating circumstances or circumstances which indicate that the responsibility for bad placement, bad counseling perhaps, lies with us.

The gentleman over here asked whether it did any good to dismiss

them from school. We feel it does a lot of good to dismiss them from school for a minimum of a single semester. In the first place, I think many of these young fellows can do with a little jolt of some kind or another. We find they frequently return and adjust themselves and do pretty well. Also, we have a cumulative and continuously active list of applicants whom we haven't taken in, and I am not in the office which controls this, but theoretically when we drop six and one-half per cent, as we did this last semester, we take in six and one-half per cent, who theoretically are better prepared to take advantage of the opportunities that the other six and one-half per cent have let slip.

SECRETARY TURNER: I would like to ask this question: Who is doing anything about terminal 'counseling for these men that have been dropped?

MR. BEATY: Last year we had about 30 boys who failed everything. Some of them were veterans, and they said that it was their last chance. So, instead of dropping them, we set up a scheme of counseling and worked out a very rigid schedule of class attendance and study hours. They were to take that or leave it. They all accepted. At the end of the year, only three of those boys failed, and some of them made B averages the second semester, which demonstrated that counseling and guidance saved them.

CHAIRMAN STONE: On the Berkeley campus we use a similar device, but it is under a different organization. If a student is disqualified for regular enrollment because of scholastic deficiency, he may make those up in what is known as university extension. One of the penalties there is that he does have to take a specified and rigid program that is made out by the counselor in the university extension and the dean of his college.

MR. DILS: We have a scholarship standards committee that is composed of members of the faculty and the members of the student personnel staff. Then those who have been disqualified are allowed to petition, to come before the members of this scholarship standards committee and have a personal interview. The members of the committee have the entrance records, the personal background, and at the end of the day, this committee meets together and takes up each case and arrives at a decision on an individual basis.

MR. D. H. GARDNER (University of Akron): We make quite an effort to find the cause of failure. Those men we try to get work, and they all want to return, so our motivation for our terminal counseling, is that they follow out some program, either work, or attend the community college.

We find the cause of failure is motivation rather than ability, and if he will follow some program, and stick at that long enough, it shows that he is willing to come back to college and work.

MR. BROWN: It seems to me in any ideal program, we should be

pointing toward an ideal of a complete vocational advisement for every student entering the college. Theoretically, here is the type of student who is disbarred from graduating from college because of a lack of that vocational advisement. We ought to be working on what we are going to do when the Veterans Vocational Guidance Services fold up, and go far beyond what the Veterans Vocational Guidance Services ever dreamed of doing, in terms of quality and quantity of work.

CHAIRMAN STONE: What I have been hoping was this: This veterans counseling service would enable us to get to the point where the need for such a service, which I think should not be interpreted as narrowly vocational but broadly counseling service, might become a permanent fixture, a permanent asset, especially of our larger institutions. It is sorely needed in our case.

MR. GRIFFIN: That point of view was very thoroughly advanced last summer at a conference arranged by the Veterans Administration in the San Francisco office but held in Los Angeles. Dr. Reed from the University of Minnesota is very much interested in the guidance program, and he addressed that conference. He was motivated, I think, by first of all the need for the continuation of the counseling service, but also, since he has a scholarly interest in the development of more important tests all along the line, he pointed out the need for a continuation of this work in order that the value of the testing program might be proved or disproved over a long period of time.

CHAIRMAN STONE: How many of you feel that we are in danger of losing something that has been a valuable asset to institutions, which has enabled us to move along a road of guidance at a much more rapid pace than without the veterans service, and which we would do well to make every possible effort to retain after this program is over?

MR. HENDRIX: It occurs to me that a formally adopted resolution out of this Association in the matter of assessing the value of the work and putting its stamp of recommendation and approval, might be of help in some institutions about the maintenance of that service.

CHAIRMAN STONE: Is it your pleasure that we do present our request to the Resolutions Committee along the line of continuation of counseling as now conducted by the Veterans Counseling Center?

MR. QUINN: I so move.

. . . The motion was duly seconded . . .

CHAIRMAN STONE: As many as favor that motion, make it known by saying "aye"; opposed "no." The "ayes" have it.

MR. DANIEL A. De MARINO (Penn State): I have a question. How many schools permit campus groups to use school auditoriums for the purpose of staging a partisan program?

MR. DAVIS: Let's make it broader. How many will permit partisan groups to organize on the campus whether you use the auditorium or not? (Raising of hands) How many will not permit it? (Five raised their hands) How many try to discourage it? (Six raised their hands)

CHAIRMAN STONE: At the University of California, there is a positive prohibition in the charter of the University against any partisan political activity or sectarian religious activity upon any campus of the University of California.

CHAIRMAN STONE: How many of the state institutions here do not permit religious gatherings on your campus? I will hold my hand up on that. (Mr. Stone was the only one to raise his hand)

Again, there is an absolute prohibition in the charter of the University. There is no sectarian religious activity.

MR. De MARINO: How about the policies of some of the other institutions represented here? Have you any other policies that you are interested in voicing?

MR. PAUL L. TRUMP (University of Wisconsin): We are working on a policy now that is not cleared finally, but roughly, is this: That any student organization—and they are allowed to exist for political purposes or religious purposes—may have a speaker of their choice for a meeting of the group. And we are going to try to draw the line against, let's say, the young democrats club having a rally to hear, let's say, Wallace, or anyone else, and try to promote attendance from the entire community, in other words, act as a front for a political party. But as long as it is a student group having a meeting for members of the group, we wouldn't exclude other people; but the publicity must be aimed at their membership or at most students.

CHAIRMAN STONE: You haven't solved the problem of pressure from those groups to gain both recognition and facilities.

MR. TRUMP: I probably should supplement my remarks to say that also any political party in Wisconsin may have the use of university facilities for one political gathering, once a campaign, and during the primary. Each candidate can have such a meeting, promoted or sponsored by the State Committee for that candidate or State Party Committee, as the case may be. But we were facing the situation of student political groups organized in support of a candidate.

Those clubs are recognized, and we were facing the prospect of each of those clubs sponsoring a political rally in support of their candidate, getting their candidate there, and making it not a university function, but a community, and as far as possible, a state-wide function. In other words, our student groups were, in a very real sense, serving as a front for a state political or national political organization, and we felt that that was not wise.

On the other hand, we felt that student groups, which are recognized to exist for a purpose, should be allowed to carry on in consistency with that purpose, and so long as they were not appealing to a group outside the student body, we weren't too particular.

MR. HENDRIX: Before you leave this there is another pattern that may be of interest. Our youngsters have been allowed to organize informally for any political purpose they please. They haven't come up for recognition. They simply organize and work informally, and I think it is pretty healthy.

On the other hand, on this matter of speakers, our student forum, as a matter of policy, attempts to try to bring in people who will come and who are candidates, and we have an organized way, in one spot there, for the presentation of these things.

MR. J. A. PARK (Ohio State University): I would like to ask a question. What is our attitude toward the radical or so-called subversive groups?

We have had a rather liberal attitude, I think. We will recognize almost any type of group, except one which is definitely communist. We will undertake to recognize groups that we are just suspicious of, but who have purposes that are laudable, at least in their statement. And our attitude, as I say, has been rather liberal.

SECRETARY TURNER: I can give you a very specific answer to the implications on that particular point. The Legislature of the General Assembly of the State of Illinois, on May 15, 1947, passed a bill which prohibits the University of Illinois from extending the use of its facilities in any form to any organization which is un-American or seditious in character. The bill carried a little preamble which specifically mentioned an organization known as American Youth for Democracy.

Following the passage of that by the General Assembly of the State of Illinois, we undertook to find out what organizations are un-American and seditious, and we took it up first with the Attorney General of the United States. And he informed us that he was not at liberty to inform us what organizations were un-American and seditious. Whereupon we took it up with the Attorney General of the State of Illinois and asked him if he would attempt to find out from the Attorney General of the United States, and he was then sent a list of 82 organizations including Japan, Hitler, and various other things which were published last December and said that this was the list.

It has no value whatever. That is the success of our attempt to find out how we can comply with the law at the present time. The President has been specific in the matter. He says that we can take organizations on the basis of their stated objectives, and until they have proved themselves to be contrary to that, accept them at face value.

CHAIRMAN STONE: What do you do about the A.Y.D.? How many institutions permit the A.Y.D. to meet on your campus? (Three raised their hands) The others, I assume, will not have anything to do with the A.Y.D.

MR. ROBERT J. MINER (Miami University): Before I went to Miami in September of 1946, I was with the City College in New York. We had the Young Communist League and A.Y.D. who were clamoring for membership. For a long time we kept them off the campus. We found they flourished in their across-campus locations, would spread literature provided by their downtown centers, and would see that every student that came on the campus was provided with all sorts of material. We had a regulation on the campus that any organization recognized by the college could hand out only such mimeographed material as had been O.K.'d by the student council and the dean's office.

Therefore, after a lot of consideration, it was found that we could control the organizations and know what they were doing a lot better by giving them formal recognition; and they had to clear all their literature and stencils through the same channels as everybody else, with the result we eliminated a lot of the downtown material which had been passed out before. They were allowed to hold their meetings as any other group and have any speaker they wanted, provided it wasn't a public meeting. If they wanted to have the Secretary of the Communist League come up and talk to them at one of their meetings, they could. Every once in a while I would look in, and there were 20 or 30 people in the meeting. It wasn't a general meeting.

MR. DAVIS: How many of you have recognized World Federalist Groups on your campus? (Fifteen raised their hands) How many of you would not recognize them? (Two raised their hands) Why not?

MR. JAMES G. ALLEN (Texas Tech College): On account of a ruling of the Social Activities Committee on our college that no student organization will be built upon a political ideology.

CHAIRMAN STONE: World Federalists are a political organization and are barred from our campus.

MR. TRUMP: How many Marxist Clubs are there? (Three raised their hands)

. . . The meeting adjourned at nine thirty-five o'clock.

FRIDAY MORNING SESSION

March 12, 1948

The meeting convened at nine-twenty o'clock, President Cloyd presiding.

PRESIDENT CLOYD: The meeting will come to order. I will ask Fred Turner to make some announcements.

. . . Announcement of Committee meetings . . .

SECRETARY TURNER: We learned about one honor yesterday that wasn't reported in time. Dean Floyd Field was given an honorary Doctor of Science degree at Willamette University last year. He graduated there in 1897.

PRESIDENT CLOYD: We will proceed with the report of the Special Committee on the 1948 Functional Survey of the Association, by Dean George D. Small, University of Tulsa.

(**Editor's Note:** The Friday morning program of the Conference was given over to the presentation of the 1948 Functional Survey of the Association and a panel discussion of the Survey. Dean George D. Small, Chairman of the Special Committee on the Survey, distributed mimeographed copies of the summary of results assembled in the Survey, and then proceeded to interpret and discuss the charts and tables presented in his reports.

Your Secretary, on instruction from the President, J. H. Newman, edited this section of the Proceedings, to add explanatory comment, then assemble transcripts from the statements of Dean Small, and add sections from the mimeographed report, in an attempt to make the final report of the Survey Committee more useful to the members of the Association.

The National Association of Deans and Advisers of Men has had no hesitancy about self-examination, and conducted functional surveys of its members in 1932, in 1939, and now in 1948, also a wartime short survey in 1944. The Association has followed the same pattern on each occasion, to simplify and expedite comparison. No other Association in the field of student life and welfare has made a similar study, and the great value of the work has been to provide in a clear statement, the trends and the changes in function which have taken place with the passage of time, better understanding of needs, and improved methods of administration and operation.—F.H.T.)

MR. GEORGE D. SMALL: I would like to have you keep this in mind. It is your report. It is a summary of the questionnaire that you religiously filled out and sent in to Dean Turner's office.

There were three members of this committee—Fred Turner of Illinois, Dean Lloyd of Brigham Young, and myself.

(Editor's Note: The material secured from the study is classified under five general headings:

- I. General information concerning institutions in the study.
- II. The Trend Toward Centralization of Administration.
- III. The General Functional Survey.
- IV. The Effect of Veterans on the Campus.
- V. Conclusions.

The original questionnaire mailed to members of the Association contained 147 queries. In reporting the results for publication, a number of these questions will be omitted, or questions will be consolidated. For those members who study this report with their original questionnaires and Dean Small's mimeographed report as presented to the conference at Dallas, reference will be made to the original question by the following key: "S.Q. 1", "S.Q. 2", etc., referring to Survey Question 1, 2, etc. Throughout this report, the terms "centralized" and "non-centralized" refer to centralization or non-centralization of administration of personnel functions.—F.H.T.)

I. General Information Concerning Institutions in the Study

1. Types of institutions responding (S.Q. 3)

DEAN SMALL: Most of the institutions that were represented in the Survey were State Universities and Liberal Arts Colleges. As it turned out there were 51 centralized and 50 non-centralized, for a total of 101 institutions.

Types of Institutions	Centralized Personnel Adm.	Non-Centralized Personnel Adm.	Total
State University.....	17	14	31
Liberal Arts Colleges.....	16	21	37
Private Universities or Tech. Colleges.....	9	5	14
Municipal University.....	5	2	7
State Tech. College.....	2	4	6
State Teachers College.....	1	1	2
State College.....	1	3	4
Total.....	51	50	101

2. Enrollment of institutions responding (S.Q. 4)

DEAN SMALL: The enrollment figures represent a trend in the survey. The range of enrollment of the institutions that participated in the survey was from 455 to 25,500. One significant change in this survey over the 1939 survey is the increase in number of institutions over 6,000 and the disappearance of those under 500. There were 20 institutions that had an enrollment of over 10,000 in this survey.

(Editor's Note: In the 1939 Survey, many reports were received from non-member institutions. The 1948 Survey includes only member institutions.—F.H.T.)

Enrollment Figures	Centralized Personnel Adm.	Non-Centralized Personnel Adm.	Total	
			1948	1939
0- 999.....	5	6	11	159
1,000- 1,999.....	11	12	23	23
2,000- 2,999.....	2	6	8	28
3,000- 3,999.....	7	4	11	
4,000- 4,999.....	5	3	8	
5,000- 5,999.....	0	6	6	6
6,000- 6,999.....	0	0	0	
7,000- 7,999.....	3	1	4	
8,000- 8,999.....	4	2	6	13
9,000- 9,999.....	3	1	4	
10,000-15,000.....	3	8	11	
15,000-20,000.....	5	1	6	3
20,000-and over.....	3	0	3	
Total.....	51	50	101	229

3. Title of persons replying (S.Q. 6)

DEAN SMALL: This section is concerned with the people who answered the questionnaire, and I think this is significant. It shows

IV. Title of Personnel Officers Answering Questionnaire	Centralized Adm.		Non-Centralized Adm.		Total	
	No.	%	No.	%	No.	%
Dean of Men.....	14	27	37	74	51	50
Dean of Students.....	21	41	4	8	25	25
Director of Student Affairs.....	4	8	0	.....	4	4
Dean of College.....	5	10	0	.....	5	5
Director of Student Welfare for Men.....	2	4	1	2	3	3
Counselor of Students.....	0	.....	1	2	1	1
Counselor for Men.....	1	2	0	.....	1	1
Dean and Acting President.....	0	.....	1	2	1	1
Supervisor of Men.....	0	.....	1	2	1	1
Dean of Junior College and Director of Personnel.....	0	.....	1	2	1	1
Dean of Student Life.....	1	2	0	.....	1	1
Associate Dean of Student Per- sonnel.....	0	.....	1	2	1	1
Director of Student Life.....	1	2	0	.....	1	1
Director of Student Affairs.....	1	2	0	.....	1	1
Assistant Dean of Students.....	0	.....	1	2	1	1
Admissions and Student Rela- tions Office.....	0	.....	1	2	1	1
Co-Director Student Personnel...	0	.....	1	2	1	1
Dean of Men and Director of Student Personnel.....	1	.....	0	.....	1	1
Total.....	51	.....	50	.....	101	.....

that in the centralized administrative units there were 14 who still carry the title of Dean of Men, which is 27 per cent of the total and 37, or 74 per cent, in the non-centralized units with a total of 50 per cent of all of the officers answering the questionnaire, still carrying the title of Dean of Men.

4. Educational preparation of officers answering (S.Q. 15 and 21)

MR. SMALL: The educational preparation showed—and this is a straight tabulation—that there are 95, and counting the 6 who didn't answer the questionnaire, making 101 who have at least an A.B. or B.S. degree or its equivalent; 89 who had an M.A. or M.S. or its equivalent; and only 31 who had a Doctor's degree or its equivalent.

EDUCATIONAL PREPARATION

Degrees	Centralized	Non-Centralized	Total
1. A.B., B.S., or equivalent.....	51	44	95
2. M.A., M.S., or equivalent.....	50	39	89
3. Ph.D., or equivalent.....	17	14	31
No answer.....	0	6	6

5. Specific professional training for position (S.Q. 143)

MR. SMALL: Only 22 Deans stated they had received specific professional training for their jobs. This number includes those who have their major work in psychology. Eleven Deans have work in Counseling, Guidance and Personnel Administration directly. Four have a Master's or Doctor's degree in this field.

6. Academic rank of these administrative officers (S.Q. 12 and 14)

MR. SMALL: There is a total of 30 in the group who have no academic titles whatever. These are pretty equally distributed between the centralized and non-centralized group. There was a total of 46 who carry the title of Professor, and these also are equally distributed between the centralized and non-centralized administrative units.

Academic Rank	Centralized	Non-Centralized	Total
None.....	16	14	30
1. Assistant Professor.....	5	8	13
2. Associate Professor.....	6	6	12
3. Professor.....	24	22	46

7. Academic subjects in which officers teach (S.Q. 13 and 142)

MR. SMALL: The next question, on the subject taught, was not important, because there were not enough who answered this part

of the questionnaire. But 28 stated that they were not teaching at the present time in the centralized administration, and 40 in the non-centralized units, or a total of 68 of the 101 who are not teaching at all at the present time. The subject which they most frequently teach is Freshman Orientation, Psychology and English.

Subjects Taught	Centralized	Non-centralized	Total
None at present.....	28	40	68
*Freshman Orientation	Counseling	Bible	
*Psychology	Personnel	Biological	
Physics	Government	Science	
Chemistry	Mental Hygiene	Music	
*English	Sociology		
History	Phy. Ed.		

*Most frequently taught

8. Teaching load for those engaged in teaching (S.Q. 141)

Teaching Load

Inadequate information. Range for 19 cases gives from 3 to 12 hours. In instances given loads were very noticeably reduced since 1939. Tendency for deans in Non-centralized Administrative units to teach more than Deans in Centralized units.

9. Salary Data (S.Q. 147)

MR. SMALL: The salary range was from \$2,700 to \$9,000. Examples were given of different salary scales in the different administrative units of personnel service, running from the small schools to the larger schools. The average increase in salaries since 1929 was \$2,000.

Salary Data:

A. Inadequate information. Range for 30 institutions giving such information from \$2700 to \$9000. A few Deans report only a stipend for Dean of Men's above salary received for teaching.

B.

\$2700—1	\$4200—1	\$5300—1	\$6000—2	\$7900—1
3500—1	4500—1	5500—3	6600—1	8000—1
3700—1	4800—2	5700—3	6800—1	8500—1
4000—2	5000—4	5800—1	7000—1	9000—1

C. Eight typical cases showing salary increase since 1932.

1932.....	3200	2250	3200	3000	3200	9000	5000	4000
1939.....	4200	2250	3400	3000	3400	7200	5000	5000
1948.....	6000	4500	7000	6600	7000	6800	8500	6500

Average increases since 1939 about \$2000. No noticeable distinction between Dean of Students and Dean of Men, although Dean of Stu-

dents usually get highest pay. Highest salary, however, for Dean of Men.

II. The Trend Toward Centralization of Administration of Student Personnel Function.

(Editor's Note: Early in the questionnaire, (S.Q. 7) the question was raised as to the institutional organization of student personnel work in a central administrative unit. The response indicated that there was almost equal division on this point at the present time:

Centralized	51
Non-centralized	50
Total	101

1. When centralization was accomplished (S.Q. 11)

MR. SMALL: The significant information at this point is in regard to when centralized personnel services were initiated. The report shows that before 1939, only 12 institutions reported that they had a centralized personnel program. After 1939, 34 institutions developed a centralized program. From the answers to the questionnaire, it was judged that about 12 institutions are now in the process of developing centralized personnel programs.

MR. FRED H. WEAVER (University of No. Carolina): Where did you list those 12?

MR. SMALL: The figure 12 is a group of institutions who listed, after checking whether or not they were centralized administration units put down that they were in the process of change—that is, in the process of recognizing their program at the present time. It is not directly in the tabulations.

When Centralization of Personnel services was accomplished:

1920—1	1931—1	1940—2	1946—9
1921—1	1936—1	1941—2	1947—4
1924—1	1937—3	1943—3	Plus 5 Not answering
1927—1	1938—1	1944—4	
1928—2	1939—2	1945—8	Total 51

2. Institutions with Dean of Students or comparable officer (S.Q. 22)

	Centralized		Non-centralized		Total	
	Yes	No	Yes	No	Yes	No
Institutions with Dean of Students or comparable office . .	45	6	9	41	54	47
Responsible to:						
President	44	.....	8	.....	52	.....
Vice President	1	.....	.....	.....	1	.....
Dean of College	0	.....	1	.....	1	.....

3. Institutions having a Student Personnel Bureau (S.Q. 23)

	Centralized		Non-centralized		Total	
	Yes	No	Yes	No	Yes	No
Institutions with a Student Personnel Officer.....	29	22	12	28	41	50
Responsible to:						
President.....	11		5		16	
Vice President.....	1		0		1	
Dean of College.....	1		1		2	
Dean of Students.....	6		2		8	
No Answer.....	10		4		14	

4. Institutions with Dean of Students and Student Personnel as Separate offices (S.Q. 24)

	Centralized		Non-centralized		Total	
	Yes	No	Yes	No	Yes	No
Dean of Students and Personnel Bureau as separate offices...	8	21	10	2	18	23
Responsible to:						
President.....	4		8		12	
Dean of Students.....	1		1		2	
No Answer.....	3		1		4	

5. Institutions with a Dean of Men or comparable officer (S.Q. 25)

	Centralized		Non-centralized		Total	
	Yes	No	Yes	No	Yes	No
Institutions with a Dean of Men or comparable office.....	32	19	43	7	75	26
Responsible to:						
President.....	6		33		39	
Vice President.....	1		1		2	
Dean of Students.....	17		1		18	
Dean.....	2		3		5	
Faculty.....	1				1	
No Answer.....	6		5		11	

MR. SMALL: The most significant question here showed that there were 32 deans of men in the centralized administrative offices and 43 in the non-centralized, representing a total of 75 per cent of the institutions, that still have a dean of men. This would indicate

that the Dean of Men is not disappearing from the American college scene.

6. Institutions with a Dean of Women or comparable office (S.Q. 26)

	Centralized		Non-centralized		Total	
	Yes	No	Yes	No	Yes	No
Institutions with a Dean of Women or comparable office.	36	12	44	.....	80	.....
Responsible to:						
President.....	8	.....	34	.....	42	.....
Vice President.....	2	.....	1	.....	3	.....
Dean of Students.....	19	.....	3	.....	22	.....
Dean of College.....	2	.....	3	.....	5	.....
Faculty.....	1	.....	1	.....	2	.....
Dean of Men.....	1	.....	.....	.....	1	.....
No Answer.....	3	.....	2	.....	5	.....

7. The question of trends manifested in offices at the present time (S.Q. 117)

MR. SMALL: You listed trends towards coordination, trends away from coordination; trends towards centralization and trends against it. A lot of you said "We are placing more emphasis on the testing program," and some less. Many of you said "We are giving more authority to the students"; many of you said "We are taking away the authority." Many of you said, "We are becoming more informal in our relationship in the dean's office." Many of you said we were getting more formal in our relationship. Many of you said we are taking more responsibility for the academic program and a lot of you said we were taking less. So it was very difficult to coordinate a listening of the trends as you submitted them.

We found the individual feelings of the different members of the Association cropping out here, and I think probably if there is one thing that comes out of this listing of trends, it would be to say this—that there is no particular type of administrative unit that is growing out of this whole survey that was listed by you in the statement of trends.

The most definite trends manifest at the present time in the office.

Only those with centralized administrative units agreed that there was:

(First figures centralized administrative units, second figures non-centralized)

1. A Trend toward centralization (13-2)
2. A Trend toward coordination (11-2)

There was general agreement that there was a trend toward:

3. Expansion of responsibilities (11-8)
4. Expansion of individual counseling (6-5)
5. Trend toward more emphasis upon vocational counseling and guidance (5-4)
6. That the division separating sex lines was disappearing (5-3)
7. That there is more emphasis on testing (5-4)
8. Expansion of non-class services to students (5-3)

Other Trends mentioned:

9. Less centralization (2)
10. More emphasis upon good academic citizenship in addition to good academic work (2-2)
11. Trend toward general education through individualized program.
12. Growing conception of total education and responsibilities for whole life with adequate attention to individual differences.
13. Trend toward placing more control in hands of students (2-2)
14. Increasing degree of control over undergraduate organizations (2-2)
15. Trend toward making Dean of Students office place to which all problems of individual center.
16. Increased emphasis on handling mental problems.
17. Trend for chief personnel officer to be administrator rather than counselor.
18. Trend toward professionalization of job. Larger and better trained staffs. Specialization.
19. Less formalized relationship to students.
20. Trend toward more informal personal contacts.
21. Trend away from discipline toward more positive friendly help.
22. Students asserting rights to question everything.
23. Greater concern for students' moral and spiritual equilibrium.
24. Improvement of moral, social and cultural relations.
25. Increased emphasis upon student government and student participation in all matters affecting them.
26. More emphasis on human relations.
27. More services demanded by student.
28. Larger budgets.
29. More specific allocation of functions.
30. Less responsibility for academic program.
31. Complete separation of office from main purpose of the institution. In other words a tendency to make the office an important side show.
32. Development of general patterns of student life in harmony with objectives of the institution.
33. Gradual trend to bring academic and non-academic program into closer relationship.

34. Interest in group and individual leadership, student government, honor system, loyalty, responsibility to the University.
35. Development of counseling program using effectively those responsibilities for "academic counseling" and those responsibilities for "personal counseling".
36. • Greater emphasis upon discipline.
37. Attacking problems of fundamental social behavior with more maturity.

8. Factors which led to the change from Dean of Men to Dean of Students (S.Q. 124)

MR. SMALL: In this, I have listed something that may be interesting to you: "What factors led to change from Dean of Men to Dean of Students on your campus?" Some of you may want an answer on that question. I think there are some good answers to that. I was surprised with the number who simply wanted to improve their program and coordinate their program, and went into it on that basis. Here are the answers:

1. Development of a general education program and campus-wide interest in personnel work.
2. Ten years of "Conditioning" plus the coming of a forward-looking President and Vice-President.
3. Growing sense of need for Co-ordination of Personnel functions in order to develop a more adequate Personnel program.
4. Desire for progress.
5. Lack of cooperation between offices of Dean of Men and Dean of Women.
6. No campus factors: Change made at time of appointment of new Dean of Women.
7. Desire to harmonize and develop a program to affect all student life in its Non-instructional phases. Desire to develop a Counseling program of greater effectiveness. Desire to simplify the placing of responsibility achieving these ends.
8. The Regents had made up their minds that they wanted the present Dean in the position and he outlined what he believed was a desirable set-up before taking the position.
9. The desire to set a Dean of Men to handle Men's activities as the Dean of Women does for the women.
10. Recommended by faculty that student personnel services be co-ordinated.
11. Realization that student personnel problems are basically the same for men and women. Desire to secure better administrative integration and efficiency.
12. Appointment made on recommendation of private investigating unit and commission from American Council on Education.

9. Gains and losses reported by members relative to the shift to centralization (S.Q. 125, 126, 127, 130)

A. Mr. Small reported that not a single answer was recorded indicating loss of prestige for office of Dean of Men. (S.Q. 125.)

B. Mr. Small reported that several indicated a loss of independence, but a considerable number regretted their loss of constant contacts with students. (S.Q. 127.)

C. There was unanimous agreement from those replying that under centralization, personnel services are better coordinated. (S.Q. 130.)

D. MR. SMALL: Survey Question 126, "What do you consider the greatest gains which the shift has brought to your office?" I marked as being interesting also. Most felt it brought about (1) A better coordinated program for both men and women. (2) Increased service to students and institutions and of service coordination. (3) Increased prestige. (4) Increased ease of administration. (5) Greater extension of all personnel services. (6) Greater opportunity to consider the whole student. (7) Greater effectiveness of the counseling program. (8) Increased acceptability of the office and what it is trying to do by the faculty. Here is the list.

1. A better coordinated program for both men and women.
2. Increased service to students and institutions and of service coordination.
3. Increased prestige.
4. Increased ease of administration.
5. Greater extension of all personnel services.
6. Greater opportunity to consider the whole student.
7. Greater effectiveness of the Counseling program.
8. Increased acceptability of the office and what it is trying to do by the faculty.
9. Release from numerous details.
10. Functional divisions, removal of disciplinary flavor, better service to students, better morale.
11. More comprehensive administration and increased budgetary assistance.
12. Greater administrative responsibility.
13. Produced better staff.
14. Realization that student problems are basically same for men and women.

10. Miscellaneous questions and answers concerning educational preparation, counseling problems, salary changes, teaching load, and specific training for position on centralized basis. (S.Q. 133, 134, 135, 136, 137, 138, 140.) (Editor's Note: The number is small, but the answers indicate trends.—F.H.T.)

1. (S.Q. 133.) Do You Consider the Educational Preparation Which Served You as Dean of Men Sufficient for Present Position?

Yes—9.

No—2.

Qualified—3.

A. Yes (I hope).

B. Is one ever sufficiently prepared?

C. I could have profited by more training in guidance.

D. Yes and no.

2. (S.Q. 134.) What Additional Preparation Do You Consider You Need for Your Present Position That You Did Not Need as Dean of Men?

A—More work in Psychology of personality.

B—Administrative organization.

C—Cost Accounting.

D—Personnel Administration.

E—Too numerous to mention.

3. (S.Q. 135) What Counseling Problem Do You Deal With More Frequently Which You Did Not Handle as Dean of Men?

A—More committee responsibility.

B—Academic.

C—Administrative lesson with faculty.

D—Counseling colleagues.

E—More personnel counseling.

F—Discontinuance of interviewing.

4. (S.Q. 136.) Since the Title of Your Office Has Changed What Salary Adjustments Have Been Made?

Salary increased 13

Salary same 3

Salary decreased 0

5. (S.Q. 137.) Was Salary Adjustment Due to Change in Office or Other Factors?

Change in office 8

Other factors 6

Both 5

6. (S.Q. 138.) Since the Title of Your Office Has Changed Has Your Teaching Load?

Increased 7

Decreased 8

Same 6

7. (S.Q. 140.) What Specific Educational Preparation Have You Had for Your Work?

None 10

1. Psychology and Personnel work (3)

2. Ph.D. degree in personnel Adm. (2)

3. Courses in guidance and personnel (3)

4. Courses in industrial personnel (1)

5. Professional work in education (4)

6. Ph.D. Clinical Psychology (1)

7. Graduate work in Counseling (1)

11. Functions and Responsibilities of Deans of Students. (S.Q. 27 to 44 inclusive.) (Editor's Note: The following tabulation was made up from replies from institutions with centralized administration and gives a clear picture of classes of functions supervised by Deans of Students and similar officers.—F.H.T.)

MR. SMALL: The functions listed in this table were developed from a study that was made by the American Council on Education and published under the title of "The Personnel Point of View" as a pamphlet in 1937. There are two members of our Conference who were on the Committee that formulated this list of 23 functions as the minimum essential functions for a personnel program. The 18 functions listed here were extracted from that group of 23 functions listed in the original American Council study.

Only the centralized administrative units answered this part of the questionnaire. Tabulation shows that the functions in the centralized units are crystallizing around about 8 functions—No. 3 and No. 4a, No. 9, No. 10, No. 12, No. 15, No. 16, and No. 18. Probably the most significant thing in this section of the study is the loss of academic counseling by the deans of students, and the coming back of discipline functions into the dean of student's office.

FUNCTIONS FOR INSTITUTIONS WITH CENTRALIZED ADMINISTRATION

GROUP I—Enrollment Under 5000 Men-Women

GROUP II—Enrollment Over 5000 Men-Women

GROUP III—Total All Institutions. Range 455 to 19,500 Men-Women

FUNCTIONS	INCLUDED IN DEAN OF STUDENTS RESPONSIBILITY						When Not Responsibility of Dean of Students Usually Assigned to
	Group I 24 Inst.		Group II 23 Inst.		Group III 47 Inst.		
	Yes %	No %	Yes %	No %	Yes %	No %	
1. Interpretation of objectives of institutions.....	57	43	40	60	49	51	President Dean of Adm. Academic Deans
2. Selection and admission of students.....	35	65	30	70	33	67	Dean of Admissions Registrar
3. Orientation of students...	91	9	90	10	91	9	Committee
4. Academic Counseling Program							Advisory system Academic Deans Psychological Clinic
a. General.....	91	9	95	5	93	7	
b. Academic.....	43	57	35	65	40	60	
c. Both.....	57	43	25	75	42	58	
5. Vocational Guidance.....	65	35	60	40	63	37	Placement Bureau
6. Adm. Physical-Mental Health programs.....	70	30	35	65	65	35	College Physician, Student Health Center

FUNCTIONS FOR INSTITUTIONS WITH CENTRALIZED ADMINISTRATION

GROUP I—Enrollment Under 5000 Men-Women

GROUP II—Enrollment Over 5000 Men-Women

GROUP III—Total All Institutions. Range 455 to 19,500 Men-Women

FUNCTIONS	INCLUDED IN DEAN OF STUDENTS RESPONSIBILITY						When Not Responsibility of Dean of Students Usually Assigned to
	Group I 24 Inst.		Group II 23 Inst.		Group III 47 Inst.		
	Yes %	No %	Yes %	No %	Yes %	No %	
7. Adm. Housing Program							
a. On Campus.....	70	30	65	35	67	33	Director of Residence Halls, Committee
b. Off Campus.....	70	30	60	40	65	35	
8. Food Service							
a. On Campus.....	35	65	10	90	23	77	Business Office, Director Cafeteria, Student Health
b. Off Campus.....	30	70	25	75	28	72	
9. Supervise Extra-curricular Activity Program.....	87	13	95	5	91	9	Social Director, Co-ordinator Student Activities
10. Supervise Social Life.....	96	4	95	5	95	5	Social Director Dean of Women
11. Supervise Religious Life...	35	65	40	60	37	63	Chaplain, Student Pastor, Student Religious Org.
12. Student Employment.....	74	26	65	35	70	30	Student Employment Service
13. Loans.....	52	48	75	25	63	67	Committee—President
14. Scholarships.....	65	35	65	35	65	35	Committee—Academic Deans
15. Cumulative Records.....	83	17	75	25	79	21	Registrar—Recorder
16. Student Discipline.....	74	26	80	20	77	23	Faculty Committee Student Faculty Committee
17. Placement.....	39	61	50	50	44	66	Placement Director
18. Research in Above Problems.....	78	22	70	30	74	26	Director Research

III. The 1948 General Functional Survey.

(Editor's Note: This section of the 1948 survey may be compared with the summary table of the 1939 survey, which appeared on pages 126, 127, and 128 of the Proceedings of the 21st Annual Conference (Roanoke, Virginia, 1939). At the Dallas Conference, Mr. Small provided a number of tables applying to individual groups, which are consolidated into the general tabulation which is printed in this volume. This section of the Survey for 1948 is divided into four parts:

1. Mr. Small's explanatory comments on the general consolidated table of results.
2. The tabulated results of the 1948 functional survey.
3. Marked gains and losses in functions in the 1948 Survey.
4. Additional functions listed by members, with Mr. Small's comments.

(Note Mr. Small's explanatory comments pointing out which figures are percentages.—F.H.T.)

1. Mr. Small's explanatory comments on the general consolidated table of results.

MR. SMALL: There are 54 functions listed here, and we simply took the functions that were listed in the 1939 survey. If there was a mistake made in this questionnaire, it was probably made in accepting the functions as we listed them for the 1939 survey. Those functions have changed so thoroughly since 1939, in some instances, that I am afraid probably what we should have done in this survey is to ask you to list functions you are performing now, and make a straight tabulation of those, and we probably would have gotten a little better results than we did this time. Anyhow, we accepted these 54 functions because they were the functions being performed by deans as reported in the 1939 survey.

You will find four different groupings there. First of all, percentage of these functions that were performed by the dean or direct assistant as a primary function of that office. That is the first division, "Primary—A." If you run down through that on the totals, the first column is for centralized administrative units, the second for non-centralized units. There are 54 functions, if you will remember, and out of those 54 functions there is not more than 67 per cent of the institutions in this survey performing those functions.

There are 10 functions that as many as 67 per cent of the institutions are performing. Let's take this first function, which duplicates No. 1 in 1939, "Analyze and adjust student's social problems"—53 per cent of the deans, whether dean of men or dean of students, say that they are performing this function in their office—only 53 per cent. If you go to No. 2, which is "Analyze and adjust student's moral problems," 51 of the chief administrative officers say their office is performing that particular function. All of these figures in the tables are percentages.

If not more than 50 per cent of the institutions are performing a particular function I have not judged them to be significant. If you turn to the 4th function, "Advise with interfraternity government," 67 per cent of the institutions are performing this function.

You will find one peculiarity in relation to this function—and this is not a mistake. If you turn over to "Responsibility usually shared with," in the last column, you will find, as far as interfraternity

government is concerned, that responsibility is generally shared with the Dean of Women.

Now, if you go down to function No. 5, "Penalize for infractions of housing regulations." Sixty-two per cent of the chief administrative officers of the institutions in this survey, say they perform that function.

Now, the second division, Percentage by Dean with Another Agency—that is, shared responsibility. You remember, you were asked in the survey whether the function was a primary responsibility or a shared responsibility. This column is not significant, except to arrive at the third division we have in Table VIII. Percentage performed by Dean in some capacity. In other words, it was judged, if you performed that function either as a primary or a shared responsibility, that you had some responsibility in your office for that particular function.

You get a different picture here. For instance, in the first function, then, Social Life, instead of 53 per cent of you performing it as a primary responsibility, 88 per cent of the institutions listed it as a responsibility on some basis, either a shared or a primary basis. If you continue down through this column, you will find 88 per cent of the institutions accepting responsibility for the first function, 89 per cent for the second and 91 per cent for the third—are you following that column down. I am talking about the totals under column C.

The surprising thing here is that if we take 50 per cent again as significant, we are as a group performing 33 per cent of those functions, in at least 50 per cent of the institutions. If there is any crystallization of the functions being performed by the dean of students and the dean of men, it is in those first 30 functions. I think that the functions beyond 30 are not crystallizing out as functions in up to 50 per cent of the offices of the deans of students or deans of men in this country.

2. The tabulated results of the 1948 functional survey. (S.Q. 49-102.)

CONSOLIDATED TABLE—ALL INSTITUTIONS

51 Institutions With Centralized Administration. 51 Institutions With Non-Centralized Administration. 102 Total Number of Institutions

FUNCTIONS	Percentage by Dean or Assistant (Primary)			Percentage by Dean with Another Agency (Shared)			Percentage Performed by Dean in Some Capacity			Percentage Performed by Another Office or Agency (No Respon.)			Rank According to ABC 1932	Rank According to ABC 1939	Rank According to ABC 1948	RESPONSIBILITY USUALLY SHARED WITH
	A		Total	B		Total	C		Total	Cent.		Total				
	Cent.	Non-Cent.		Cent.	Non-Cent.		Cent.	Non-Cent.		Cent.	Non-Cent.					
1. Analyze and adjust student's social problems.....	53	53	53	35	35	35	88	88	88	12	12	12	1	1	7	Dean of Wom., Dean of Coll.
2. Analyze and adjust student's moral problems.....	56	47	51	33	43	38	88	90	89	12	10	11	2	2	4	Chaplain Rel. Council
3. Analyze and adjust student's emotional difficulties.....	43	35	39	47	57	52	90	92	91	10	8	9	3	3	1	Psychiatrist Psy.
4. Advise with interfraternity government.....	59	75	67	18	25	22	78	100	89	22	0	11	4	4	*5	Clinic Per. Bureau
5. Penalize for infractions of housing regulations.....	61	63	62	18	37	28	80	100	90	20	0	10	9	5	3	Dean of Women
6. Advise with student government.....	67	57	62	18	39	29	86	96	91	14	4	9	7	6	*2	Dir. Stu. Housing
7. Supervise fraternities.....	57	67	62	14	22	18	71	88	80	29	12	20	5	7	13	Adv. System
8. Supervise housing.....	53	53	53	27	45	36	80	98	89	20	2	11	6	8	*6	Dean of Women
9. Penalize for infractions of social regulations.....	55	43	49	24	45	35	80	88	84	20	12	16	13	9	9	Compt.—Bus. Office
10. Administer social regulations.....	57	41	48	27	41	34	84	82	83	16	18	17	11	10	10	Dir. Stu. Housing
11. Regulate student participation in other non-athletic extra-curricular activities.....	53	27	50	22	51	37	76	78	87	24	22	13	15	11	8	Committee
12. Enforce payment of student's private bills.....	31	24	27	20	27	24	51	51	51	49	49	49	14	12	33	Dean of Women
13. Conduct research in student's problems.....	49	33	41	29	33	31	78	67	72	22	33	28	8	13	21	Dean of College Testing Bureau

CONSOLIDATED TABLE—ALL INSTITUTIONS—Continued

51 Institutions With Centralized Administration. 51 Institutions With Non-Centralized Administration. 102 Total Number of Institutions																
FUNCTIONS	Percentage by Dean or Assistant (Primary)			Percentage by Dean with Another Agency (Shared)			Percentage Performed by Dean in Some Capacity			Percentage Performed by Another Office or Agency (No Respon.)			Rank According to ABC 1932	Rank According to ABC 1939	Rank According to ABC 1948	RESPONSIBILITY USUALLY SHARED WITH
	Cent.	Non-Cent.	Total	Cent.	Non-Cent.	Total	Cent.	Non-Cent.	Total	Cent.	Non-Cent.	Total				
14. Aid students in making academic adjustments.....	29	29	29	47	51	49	76	80	78	24	20	22	10	14	14	Dean of College
15. Conduct "Freshman Week".....	51	29	40	27	49	38	78	78	78	22	22	22	12	15	*15	Advisory System
16. Penalize students for moral delinquencies.....	39	43	41	35	49	42	73	92	83	27	8	17	16	16	*11	Dean of Women
17. Supervise placement of part-time workers.....	47	29	38	14	45	30	61	75	68	39	25	32	26	17	24	Dean of Women
18. Supervise vocational counseling program.....	43	6	24	29	53	41	71	59	65	29	41	35	18	18	25	Psy. Clinic Per. Bur.
19. Supervise social calendar.....	57	25	41	20	47	34	78	73	75	22	27	25	21	19	18	Dean of College
20. Keep official record of student's personal history.....	53	53	53	24	22	23	78	75	76	22	25	24	24	20	17	Registrar—Recorder
21. Interview entering students for personal history records.....	37	31	34	29	27	28	65	59	62	35	41	38	22	21	28	Dean of Admissions
22. Penalize students for infractions of student organization regulations.....	45	35	40	18	31	15	63	67	55	37	33	45	31	22	30	Committee Honor Count
23. Keep copies of record of student's personal history.....	55	57	56	8	29	18	63	65	74	37	33	26	20	23	19	Regis.—Dean of College
24. Enforce automobile regulations.....	33	41	37	10	31	21	43	73	58	57	27	42	17	24	29	Treasurer—Compt.
25. Grant excuses for class absences.....	41	47	44	22	27	25	63	75	69	37	25	31	30	25	22	Dean of College
26. Recommend students for remedial psychiatric treatment.....	57	43	40	24	57	41	82	100	81	18	0	19	19	26	12	Psy. Clinic
27. Penalize students for chapel or assembly absences.....	10	20	15	8	20	14	18	39	29	82	61	71	27	27	44	

28. Supervise orientation courses.....	37	16	26	20	25	23	57	41	49	43	59	51	25	28	34	Coord. Stu. Affairs Dean of College
29. Approve chaperons for parties.....	59	25	42	22	31	27	82	57	69	18	43	31	34	29	*23	Coord. Stu. Affairs
30. Officially administered vocational counseling program.....	33	12	22	27	24	56	59	35	77	41	65	23	23	30	16	Dean of Women
31. Administer student loans.....	39	35	37	27	27	27	66	63	64	35	37	36	28	31	27	Coord. Stu. Affairs Dean of College
32. Keep copies of academic record of student.....	29	29	29	24	24	24	53	53	53	47	47	47	33	32	32	Committee
33. Administer penalties imposed for unsatisfactory work.....	16	8	12	24	31	28	41	39	40	59	61	60	29	33	36	Registrar, Dean of College Committee
34. Administer student scholarships.....	39	20	29	31	41	36	69	61	65	31	39	35	38	34	*26	Committee
35. Penalize students for class absences.....	12	35	24	24	37	31	37	73	55	63	27	45	35	35	*31	Committee
36. Regulate student participation in athletics.....	22	10	16	18	22	20	41	31	36	59	69	64	32	36	39	Committee
37. Recommend students for remedial medical treatment.....	37	35	36	31	43	37	67	78	73	33	22	27	36	37	20	Stu. Health Center
38. Supervise vocational "follow-up" program.....	24	6	15	18	29	24	43	35	39	57	65	61	37	38	37	College Physician
39. Supervise health service.....	29	14	21	10	24	17	39	37	38	61	63	62	40	39	38	Stu. Health Center College Physician
40. Recommend students for remedial physical education.....	18	6	12	20	20	20	39	25	32	61	75	68	42	40	40	Stu. Health Center
41. Enforce payment of students' institutional bills.....	20	18	19	27	33	30	47	51	49	53	49	51	45	41	*35	Compt.-Treas.-Bus. Off. President
42. Determine admissions.....	12	4	8	24	24	24	37	27	32	63	73	68	44	42	*41	Compt.-Bus. Office
43. Audit student organization accounts.....	24	8	16	10	16	13	35	24	29	65	76	71	41	43	*43	Compt.-Bus. Office
44. Supervise institutional dining halls.....	8	4	6	22	25	24	31	29	30	69	71	70	43	44	42	Compt.-Bus. Office
45. Supervise mental health clinic.....	12	4	8	6	10	8	18	14	16	82	86	84	39	45	49	College Physician Stu. Health Center
46. Supervise graduate placement.....	12	6	9	16	16	16	29	22	25	71	78	75	47	46	45	Dean of College
47. Supervise physical examinations.....	16	0	8	6	10	8	22	10	16	78	90	84	49	47	*50	Regis.-Dean of College
48. Make up students' class schedules.....	10	6	8	14	8	11	24	14	19	76	86	81	46	48	46	Regis.-Recorder
49. Keep official academic record of student.....	8	4	6	20	6	13	29	10	19	71	90	81	51	49	*47	Regis.-Dean of College
50. Formulate curricula.....	0	2	1	18	6	12	18	8	13	82	92	87	50	50	52	Regis.-Dean of College
51. Supervise catalogue.....	4	2	3	24	8	16	29	10	19	71	90	81	48	51	*48	Regis.-Dean of College
52. Approve selection of faculty members.....	0	4	2	22	4	13	22	8	15	78	92	85	52	52	51	Regis.-Dean of College
53. Select members of faculty.....	0	0	0	18	6	12	18	6	12	82	94	88	53	53	53	Regis.-Dean of College
54. Conduct faculty meetings.....	0	0	0	18	6	12	18	6	12	82	94	88	54	54	*54	Regis.-Recorder

*Number prefaced by an asterisk indicates that there were two ranks in this category.

In each case the number with an asterisk had the same rank as the number preceding.

3. Marked gains and losses in functions in the 1948 Survey.

(Editor's Note: This summary of gains and losses is perhaps one of the most important elements in the whole study, for it shows the trends of functions, not only in comparison with the 1939 study, but also with the 1932.—F.H.T.)

FUNCTIONS SHOWING MARKED GAINS IN POPULARITY

Function	Position		
	1932	1939	1948
3. Analyze and adjust emotional difficulties.....	3	3	1
5. Penalize for infraction of housing regulations.....	9	5	3
6. Advice with student government.....	7	6	2
11. Regulate student participation in extra-curricular activities.....	15	11	8
16. Penalize students for moral delinquencies.....	16	16	11
19. Supervise social calendar.....	21	19	18
20. Keep official record of students' personal history.....	24	20	17
25. Handle excuses for class absences.....	30	25	22
29. Approve chaperons.....	34	29	23
30. Administer educational counseling program.....	23	30	16
31. Administer student loans.....	28	31	27
34. Administer scholarships.....	38	34	26
41. Enforce payment of institutional bills.....	45	41	35

FUNCTIONS SHOWING MARKED LOSSES IN POPULARITY

Function	Position		
	1932	1939	1948
1. Analyze and adjust social problems.....	1	1	7
7. Supervise fraternities.....	5	7	13
12. Enforce payment of private bills.....	14	12	33
13. Conduct research in student problems.....	8	13	21
17. Supervise placement of part-time workers.....	26	17	24
18. Supervise vocational counseling.....	18	18	25
22. Penalize for infractions of student organization regulations.....	31	22	30
24. Enforce automobile regulations.....	17	24	29
27. Penalize for chapel absences.....	27	27	44
28. Supervise orientation courses.....	25	28	34
33. Administer penalties for unsatisfactory work.....	29	33	36

4. Additional functions listed by members with Mr. Small's comments.

MR. E. E. WIEMAN (University of Maine): The additional functions, were some of these listed by more than one? Is there any indication how many times these various additional functions were reported?

MR. SMALL: There were 34 centralized institutions out of 51 who did not list any additional functions, which would indicate that

this listing is not important so far as ranking is concerned. Then, 23 of the non-centralized institutions, that is half of them, roughly, did not add any additional functions. We have made almost straight tabulation. There wasn't any repeating of those to any great extent. Some of them insisted—for instance, that the registration of automobiles, and the enforcing of automobile regulations were two different things.

Some of the additional functions are related. I think some of them might be crystallizing out as very important functions, others will disappear from the picture because they are related to responsibilities deans now have towards the Veterans' program. Some functions that may disappear for instance are: "Control Use of Auditorium"; "Enforce Military Science requirement"; "Approve off-campus group use of athletic facilities"; "Order and prepare Diplomas." Ordinarily most deans would not perform this kind of function. You will see these are again largely committee assignments that may or may not come because he is dean of men or dean of students.

As we review the additional list of functions that you listed, besides these 54 that are being performed in the dean of men and dean of students offices on page 29, which you wrote into the questionnaire, you will find 37 functions were added for the centralized institutions, and 28 for the non-centralized institutions. My feeling as I went over these—and I believe there is some justification for drawing this kind of a conclusion that the dean of men and the dean of students, particularly the dean of men, are listing functions that are probably not functions of the dean's office directly, but are functions that he is performing because he happens to be a member of a committee. Now, he might be a member of that committee whether or not he carried the title dean of men or dean of students.

I am pretty sure, in the small number of cases, for instance, of those deans of men who listed that they were selecting faculty members or that they were editing the catalogue in the 1939 survey performed these functions of the committee chairmanship. If you notice the number of deans of men who are English majors it seems logical to assume he might have had this responsibility because he was teaching English and was a pretty good person to write a catalogue more than a function assigned the dean's office. I am sure a lot of these functions might have come into the picture in this way.

It is an interesting commentary that you wrote in more functions, although there were 34 of the centralized administrative officers and 23 of the non-centralized group who did not write in—you wrote in more functions that you are performing in the dean's office than was listed in the original survey.

S.Q. 103-110. Centralized Administration. Additional Functions Listed.

No Answer—34

- 1. Chairman Admission and Scholarship Committee—1**

2. Member Administrative Council
 3. Member Personnel Committee
 4. Member Industrial Work Council
 5. Member Academic Standing Committee
 6. All Veterans affairs and Accounts—1
 7. High School Recruiting
 8. Supervising Athletics and Physical Education
 9. All Bulletin boards
 10. Research on grading system
 11. Research on entrance tests
 12. Design and enforce eligibility rules—1
 13. Fresh handbook-editorial work shared with Public Relations office
 14. Order and prepare Diplomas
 15. Prepare and issue transcripts of records
 16. Correspondence with Parents
 17. Prepare Academic calendar
 18. Approve resign absence, leaves of absence and readmission
 19. Participate in Administrative. Planning of General Administrative policy as well as personnel policies
 20. Foreign Students Advisory Plan
 21. Union
 22. Veterans Advisory Service
 23. Veterans Administration Guidance Center—1
 24. Testing Bureau—1
 25. Supervise Registration
 26. Discontinuance Interviews
 27. Supervise student Organizations
 28. Control Residence Halls and Assignments
 29. Member Athletic Council
 30. Responsible for Student Assemblies
 31. University Concerts
 32. House Faculty
 33. Control Use of Auditorium
 34. Act on petitions for deferral of final examinations and assignment of grade points
 35. Enforce Military Science requirement
 36. Approval of off-campus group use of athletic facilities
 37. Approval of off-campus speakers for student groups on campus
- S.Q. 103-110. Non-Centralized Administration. Additional Functions Listed.**

No Answer—23

1. Administrative Assistant to the President

2. Vice Chairman: Academic and Administrative Council
3. Supervise Recreation Center—1
4. Supervise Summer School Recreation—1
5. Preceptors—(Junior and Senior students as Dormitory Counselors)
6. Supervise and conduct weekly assembly for freshmen and sophomores
7. Chairman, University Committee on Honesty
8. Assistant Dean in charge of freshmen—personal interview scheduled with each student
9. Administer Dormitory Proctor System
10. Automobile Registration
11. Licensing of student agents and vendors
12. Serve as coordinator of Veteran affairs for entire University—1
13. Handle all Veteran Administration paper work but actual billing
14. Advisor to student Publications—1
15. F.P.H.A. Housing
16. Considerable emphasis on public relations work among parents and others who support the Colleges
17. Spiritual Development of Students
18. Supervise Honor Program
19. Supervise Honor Societies
20. Supervise Prizes and Awards
21. Supervise Faculty counseling in service training program for Counselors
22. Maintain Counseling Program
23. Maintain accumulative Records
24. Maintain Roster of Student Organizations
25. Director Psychological Tests—All students
26. Director Student Union
27. Chairman, Director student personnel program
28. Director Speakers Bureau

IV. The Effect of Veterans on the Campus.

(Editor's Note: Five questions included in the study dealt with the effect of the coming of the veterans to the campus after World War II. The answers were tabulated as follows):

1. (S.Q. 112.) Responsibility of office to Veterans program.

	Centralized	Non-Centralized	Total
1. No responsibility	4	6	10
2. Major responsibility	26	27	53
3. Advisory capacity only.....	3	3	6

4. Same responsibility as for other students. No special program....	14	11	25
5. Veterans advisory committee only	4	4	8
Totals	51	51	102

2. (S.Q. 113.) Functions assigned to office as direct result of veterans being on campus.

	Centralized	Non-Centralized	Total
1. No responsibility	4	6	
2. Process all veterans papers....	26	24	
3. Counsel on veterans affairs.....	25	27	
4. Adm. veterans Loan Funds.....	11	13	24
5. Evaluate Service Credits.....	9	3	12
6. Approve Training Program for Public Law 16 veterans.....	27	23	50
7. Supervise Veterans Housing....	18	27	45
8. Counsel Veteran as a student... 16		17	33
9. Arrange schedules	13	18	31
10. Report absence to V.A.....	27	26	53
11. Appointments for V.A. Guidance Center	6	9	15
12. Keeping Veterans Records.....	26	25	51
13. Part-Time Employment	1	3	
14. Admission of Veterans.....	11	5	16
15. Supervise Veterans Organizations	1	1	2

OTHER

The following functions were listed only one time:

(1) Present armed service opportunities to veterans who drop out, (2) conduct research on veterans problems, (3) supervise parking, (4) conduct testing, (5) spotting psychiatric cases, (6) promote dance club, (7) chairman of committee on refresher courses for veterans, (8) supervise Trailer Village, (9) develop nursery school, (10) write letters of honorable dismissal, (11) supervise co-op. store, (12) prepare scholarship reports, (13) religious counseling, (14) part-time employment for G. I. wives.

The following problems were mentioned only one time:

(1) Parking, (2) transportation, (3) griping, (4) conflict of married student over college regulations made for younger group, (5) dropping from college without conforming to procedure, (6) out of harmony with denominational emphasis of college, (7) conflict with younger students, (8) wise use of benefits, (9) apathy toward college activities, (10) adjustment to college teaching methods, (11) problems related to nursery school and day school for children, (12) discouragement.

3. (S.Q. 114.) Counseling problems most frequently listed as a result of veterans being on campus. (Figures at the right indicate number of times mentioned.) 40 different problems listed.

- | | |
|---|---|
| 1. Financial problems (52) | 10. Mental adjustments (7) |
| 2. Marital-family problems (40) | 11. Speeding up of program (3) |
| 3. Housing problems (28) | 12. Religious adjustments (3) |
| 4. Academic achievement (26) | 13. Drinking (3) |
| 5. Vocational problems (20) | 14. Class absences (2) |
| 6. Personal adjustment (13) | 15. Serving part-time employment (2) |
| 7. Social adjustment (11) | 16. Veterans organization (2) |
| 8. Problems related to educational objectives (7) | 17. Transferring to another college (2) |
| 9. Emotional adjustment (7) | |

4. (S.Q. 115.) Permanent functional duties added as result of emphasis growing out of war.

Majority feel that this question can best be answered by statement that situation is "one of emphasis rather than change". For instance greater emphasis upon: (1) Housing—both students and faculty, (2) vocational counseling, (3) general counseling, (4) testing, (5) loans, (6) relationship to military groups, (7) marital counseling, (8) curriculum adjustments, (9) social adjustments and, (10) more mature approach to student problems.

One contribution seemed more significant: "In our trend toward mass education we are increasingly considered by the student as the sole remaining place they can go for personal and individual consideration on any problem at all for either direct help or correct channeling."

5. (S.Q. 116.) Functional duties which have disappeared from office duties as a direct result of an emphasis growing out of the war.

"None have disappeared but some have diminished". This and the statement that "everything seems to be more adult" seems to summarize the situation here. The functions which have diminished are: (1) discipline problems, (2) attendance problems, (3) academic counseling problems, (4) scheduling. It is an interesting corollary that the academic deans are entering into the personnel field in relation to all four of these diminishing functions.

V. Conclusions.

(Editor's Note: Dean Small divided his conclusions:

1. A list of 16 trends which Dean Small observed from his work with the results of the study.
2. A list of 10 questions, which Dean Small felt must be raised as a result of his study.

—F.H.T.)

MR. SMALL: These conclusions I have interpreted in the nature of trends as I have seen them as a result of this study. I could probably add 25 or 30 more, but I think that these are the ones that I would be justified in bringing into the report for your consideration:

"1. There is at the present time a noticeable trend to expand personnel services and responsibilities at every level, in the American College and University." I think this is a very definite trend. I think we can justify making this conclusion from at least a dozen of the answers throughout this questionnaire.

"2. There is at the present time a noticeable trend to centralize all personnel services under one administrative head. This trend is noticeable in the small college as well as the larger institutions. The greatest activity toward this trend is taking place now."

That doesn't mean in this trend toward centralization that we are establishing any particular administrative pattern. I would say that that is not true. Under the dean of students as a centralized office, we may have half a dozen different patterns that are coming out as far as administration of those particular units are concerned, but there is a trend towards centralization.

"3. There is a noticeable trend toward the coordination and integration of personnel services on the American College and University campus both within the organizational structure of the centralized administrative units and non-centralized administrative units."

I think we need to make a distinction between centralized and coordination, and I have made that distinction here. I think you can have coordination in a non-centralized personnel unit. You still have a problem. You may centralize your personnel functions under a centralized administrative unit, but you still have the problem of coordinating those activities after you complete your job of centralization. Centralization is no insurance that you will get coordination.

"4. There is a definite trend toward the specialization of personnel workers and personnel services throughout the establishment of unit services within the general framework of personnel organizations. This trend is more noticeable in larger institutions." Breaking down the different units.

VOICE: Would you expand on that?

MR. SMALL: You are breaking down different personnel units in establishing health service. That may include the physician, psychologist, it may include the psychiatric social worker. It may include other specialists in that particular field. You have a breaking down of your testing program, where you may have specialists in that. You may have a remedial program, where you have remedial reading experts. You may have a placement service under a specialist, the housing service under a specialist. There is a tendency to place all these services under people who may be trained or have experience in handling that particular type of work.

"5. There is a trend to more definitely recognize the importance of personnel services as a means of aiding the student in his total development and adjustment to college life by college administrators, faculty personnel, the public and personnel workers themselves."

"6. There is a trend toward centralizing personnel services in the hands of specialized personnel workers as well as centralization of personnel units in structuring personnel services on the college campus.

"7. There is a trend toward a more specific allocation of functions and responsibilities within the framework of the various personnel units of the campus.

"8. There is a trend toward recognizing the Dean of the college, the Registrar and the Dean of Admissions as important personnel officers on the campus.

"9. There is a trend toward a more widespread use of tests and other objective measures in the total personnel program of the campus.

"10. There is a trend to increasingly recognize the value of the Dean of Men as a personnel officer. This recognition is manifest in both centralized and non-centralized personnel organizations. The Dean of Men is definitely not disappearing from the American College scene.

"11. There is a trend toward a more thorough recognition of the importance of vocational guidance to the mature student in the total personnel program.

"12. There is a trend for the Dean of Students and in some instances the Dean of Men to become purely an administrator with few actual contacts with students on an individual basis.

"13. There is a slight trend for personnel administrators and other college administrators to recognize more thoroughly their responsibility to groups other than those actually enrolled as students on the campus."

I don't know whether I was justified in drawing this conclusion. I was thinking in terms of this: Veterans' wives would be one illustration, to assume responsibilities for groups of that kind, who may be attached some way or another to the student personnel of the college. Maybe that trend is not definite enough to list it in this group.

"14. There is a trend for personnel functions to crystallize around the first thirty functions listed in the 1948 survey."

"15. There is a trend to cut through the old bogey of a recognition of sex as a factor in establishing separate and distinct personnel administrative units.

"16. There is a trend toward individualizing the personnel program through increased use of personnel services on the University campus."

I almost put in there "towards the general education program," but

while I think the Liberal Arts College group, which was actually in total the largest group, had a tendency to be pretty aggressive in listing that as a function in their answers I do not believe we are justified in listing this as an over-all trend.

Now there are some questions that I would like to throw in, since I could not in my own mind determine whether they were coming out of this survey as trends or not. I would like to add two or three to the list that I have here:

"1. Is there a developing trend for personnel workers to look upon personnel work in a more mature and professional light than in the past?" I don't believe that this trend was manifest in the questionnaire.

"2. Is there a developing trend for personnel workers to have a more definite part in the policy making of the university or college?"

I feel unless the personnel administration has some responsibility directly in the shaping of the policies of the institution, that you will never get coordination, or you will never see personnel services administered on the college campus in such a way as to get the recognition they ought to have. I do not believe that that showed up in the questionnaire. That is, I couldn't draw that as a conclusion.

"3. Is there a developing trend to formalize and mechanize our contacts with students?" A lot of you felt that we are leaning in that direction. Many of you felt not.

"4. Is there a developing trend to move toward a closer correlation of the personnel program and the curriculum program through a more comprehensive research program?"

I placed this on the basis of research mainly because you have an ambivalence attitude towards this research program. I think the tendency for personnel workers to do research within their own field is greatly increasing, but whether that research is spreading out so it might coordinate the personnel program with the curriculum, I do not know.

"5. Is there a developing trend toward recognizing that an educational institution has a responsibility for educating the whole student which transcends that of educating the mind alone?" Don, I put that in before your talk yesterday afternoon.

"6. Is there a developing trend toward coordinating and integrating the extra-curricular and the curricular offerings of the college in interest of the whole student?"

I add these: "7. Is there a developing trend to use faculty wisely in the program in an effort to exploit all of our resources for serving the student?"

"8. Is there a developing trend to set up an in-training program for new workers in the personnel field?"

Certainly the survey shows they are not getting that type of training through a regular curriculum for study in their program.

"9. Are we developing a fundamental philosophy of our work?

"10. Are we channeling our services in such a way that we are building the type of administrative organization which will permit us to serve the student best?"

Gentlemen, that is the survey as I see it. (Applause)

SECRETARY TURNER: I feel we owe a great debt to George Small. George held that anything which was received in my office up to the first of March, he could get into this mimeographed copy which he has before you today, and that is the reason that this stuff was still wet when George packed it up to bring it here. He got everything into the tabulation after the first of March. If you find an error or two, blame it on haste, and the fact that some of us didn't get the questionnaires in quite soon enough. George did a magnificent job of getting it together.

PRESIDENT CLOYD: Fred Turner, do you have any announcements?

SECRETARY TURNER: You will be interested to know there are 171 people registered from 39 states, and there are 27 wives here. That is within one of last year's registration at Ann Arbor.

PRESIDENT CLOYD: It looks almost like we are about to establish a record as far as attendance is concerned.

Now, I am going to ask Dean J. H. Newman, of the University of Virginia, to get his panel here, and I will turn this next part of the program over to Dean Newman and the panel.

. . . Mr. J. H. Newman assumed the Chair . . .

CHAIRMAN NEWMAN: I should like to explain that this is merely a tabulation—that it may be in the cards there that 100 per cent of the institutions would be doing one thing, and yet it might not be worth doing. The mere fact that a number of institutions are doing a job, does not mean that that job should be done. That is a matter of local evaluation and study.

Another thing is in the matter of interpretation or definition. What means "counseling" at your institution may not be the same type of counseling at another institution.

Certainly, for the people who are expecting to find a blueprint or a definite formula or pattern, it will be a great disappointment. There is no such thing in the cards. I hope we can leave the details out of this. However, there may come a time when we should have some very detailed patterns outlined and studied of the two systems or the number of systems that we have presented or reflected in this questionnaire.

With that as a very rambling sort of presentation, I am going to introduce just one or two topics here, and I will ask someone here to sound off on it.

I should like to suggest the first one here, on this matter of counseling, and the loss of academic counseling as a function of the dean of students or the dean of men.

Dean Lloyd, I believe you were the one who started us off on the matter of inter-relation of it—overlapping or dovetailing on that basis.

MR. LLOYD: It seems to me one of the significant phases of our survey shows the academic counseling phase of our work is not gaining but losing as a function. I am wondering what the real reason for that is—whether it is the matter of the lack of capacity for academic counseling among deans of men and deans of students, or whether or not it is an awakening of the academic deans to the fact that there is something in the world besides classwork.

CHAIRMAN NEWMAN: Dean Knapp, I wish you would picture without details your personnel counsel set-up.

MR. A. BLAIR KNAPP: I think if you start with the premise that a dean of students' office or dean of men's office has a monopoly on personnel activities or strives to retain a monopoly, you are off in the wrong direction. My notion is that this personnel work, so-called, is so broad and so big that you and I are never going to have a staff big enough to handle it. So if the academic deans are going to pick up academic counseling, I say more power to them. Then my job as a dean of students is to do what I can to see that that academic counseling is integrated and coordinated with the entire personnel program.

"Foots" had in mind just my mentioning the fact that historically, in my institution, a person in my job is known as a Personnel Counsellor. We meet in a group made up of all academic deans and all other people representing major offices doing any kind of personnel work. And we are finding it possible, through that agency, to get on an informal basis and agreement about objectives, methods, and the kind of integration of the personnel philosophy that Don Gardner was talking about.

So I say again, if the academic deans do the academic counseling or a good deal of it, more power to them, as far as I am concerned.

CHAIRMAN NEWMAN: Baldwin, what about your situation?

MR. FRANK C. BALDWIN (Cornell University): My feeling is there is no conflict between the academic counseling and the personnel counseling. There certainly shouldn't be. Many of the academic counsellors are very jealous about their prerogatives, and consequently if we start moving into their area, you immediately start stepping on some toes.

By conferring with them, and discussing the general set-up, bringing complaints to them, as we quite often do, we are able to pass that information over to them, and quite often we have had some

very good results. They have been grateful for the information, and have been able to remedy certain situations.

We brought the matter up before our weekly Dean's Conference, and the whole matter of personnel counseling was brought up there. The feeling that we have at Cornell is definitely a feeling of state's rights. We have 10 different colleges, all of whom feel very definitely that they are running their own show, and they don't like this central federal government idea; consequently they are very intent upon running their own affairs, in academic counseling. Therefore, to bring it all in one central area and tell them what to do would just upset the applecart. But we find that actually, by coordinating, at least getting acquainted with them personally and knowing what their problems are, we are able to get the information that we have on individual students and tie it up with them, and they listen to what we have to say and they are anxious to get it.

I do, in my work, very little actual academic counseling. I would never think of telling a boy to drop this and pick up this subject. I send him over to his adviser, to the dean, and we get a good response back, and the thing squares away on that order. That is the summary of it.

CHAIRMAN NEWMAN: I will ask Borreson from Minnesota to comment on his reactions to this problem.

MR. JAMES BORRESON (University of Minnesota): As Knapp has mentioned, I think I would agree with both him and Baldwin, that academic counseling has not been a loss to the dean of students or the personnel program, but rather it has meant an expansion of services and implementation of philosophy.

Yesterday Don Gardner spoke about the personnel point of view, and in all conversations I have overheard, there is an implication there was a conflict between the personnel point of view and the old-line academic point of view held by most of the faculties. In a number of institutions this growing development of bringing in a personnel program in immediate conjunction with the college has helped solve the problem of a coordination and a general educational philosophy. That is, instead of having two educational philosophies, a college which also has a personnel program has the enemy within the walls, so to speak, and as a result you can begin to build that kind of close coordination between the two groups, the personnel program and the academic, so you finally end up with an institutional educational philosophy.

I think I might add the point that in most institutions academic counseling deals primarily with the question of academic failure, putting people on probation, relying on test data, highly technical services in their central personnel structure, which will lead to a kind of coordination and helps answer the basic problem of getting the faculty and personnel people together into a single personnel philosophy.

MR. LLOYD: May I break in here a minute? I wonder if we are not confusing the centralized organization with the centralization of function. I think there aren't any of us who won't feel that we should by all means have a decentralization of function. I don't know any dean who would want to keep all the functions on his own desk. But certainly there ought to be some point of clearance, where we can refer, and feel that the people are interested out in the other parts of the faculty and on the campus wherever it is. So if we can think here in our discussion in terms of centralizing an organization for clearance, and at the same time decentralizing function, it may get us a little farther on the way.

CHAIRMAN NEWMAN: Before we leave the matter of academic counseling as contrasted to the so-called personnel counseling here, I am going to ask Bob Strozier if he will state what he did yesterday, and elaborate. Also, I would like for him to speak with reference to his classification of the work of personnel student deans. He has made his own examination and his own classification. I think that would be interesting, first; and then he can come to the matter of academic counseling, or counseling in general, as he sees fit.

MR. ROBERT M. STROZIER (University of Chicago): Yesterday I said a few words about the function of deans of students in the various schools and colleges at the University of Chicago. I did not add at that time that the deans of students in the various schools and colleges are not direct appointments of the dean of students in the university—the title that I bear—but they are joint appointments of the academic dean and the dean of students.

For example, in the Divinity School at the present time, we have had a resignation of the dean of students in the Divinity School, and we—the dean of the Divinity School and I—are trying to find a man who will serve the function of dean of students in the Divinity School at the University. This man will be charged with the registration of students, the keeping of all academic records, the placing of the student on probation, and the recommendation to me for scholarships and fellowships for all students in the Divinity School. And that service would be duplicated throughout the University by the dean of students of each division and professional school.

Therefore, it becomes my responsibility to serve for that school as the chairman of the Committee on Scholarships and Fellowships, and for taking the final step so far as exclusion from the University is concerned, on academic matters. That is, if a student in the Divinity School were placed on academic probation, the dean of students would do that, the dean of students in the Divinity School. But when he wrote the letter placing the student on probation, he would send to me, for my files, a copy of that letter.

He would have the central file, which includes all of the material concerning the student in his office, so long as that file is active—the file which has begun with the admissions office, and which is

continued throughout the college, if he has been at our college, or which bears the transcript material from other schools, and everything that concerns the student, so long as he is in the University. When the student is graduated, then the file is returned to the central files in our office. If it becomes necessary to exclude the student from the University, then the dean of students in the division or the professional school would recommend to me that he be excluded, and I would send the letter to the student not permitting him to re-register. That would be true for all academic matters, as well as for the disciplinary matters. The authority is centered in the office of the dean of students for all discipline at the University.

Now those are the functions so far as the schools and colleges are concerned. And I don't have the distinction of having thought up the organization at the University of Chicago. Most of you know it was done by George Wirtz, that it was an experiment on his part, and since I have worked in it for only two years, I can say that I think it is a good organization. It is highly centralized. We have in addition, as central officers, three assistant deans of students, and I will outline briefly for you their functions:

The first is John Bergstresser. He serves as assistant dean of students and has associated with him the following offices: The adviser to foreign students; the director of the Arts and Crafts Studio; the auditor of all student organizations; the counseling center—which is, of course, under the direction of Carl Rogers—the director of physical education for men; the director of physical education for women; the director of the social program for the pre-fab community—that is, the veterans' community; the woman who is the assistant director of student activities, and who is the only woman centrally associated with the office of the dean of students; the director of the student clubhouses—we do not have a student union; the director of the student forum; the director of the student health service; the director of the University house system; and the director of the university theater.

William E. Scott, the second assistant dean of students, is the director of entrance counseling and promotion; and the director of admissions reports directly to Scott; the Registrar of the University reports to him; the office of official publications—that is, catalogues, dissertations, all official publications of the University (not the University Press, of course); and in that office, under his nominal supervision but reporting more directly to me, the office of scholarships and fellowships.

Bob Woellner is the third assistant dean of students. In his office are centered the office of the adviser to veterans; the office of Veterans' Affairs; the office of vocational guidance and placement; test administration; the office of the dean of students has responsibility for giving all entrance tests, general education tests, and also the comprehensive examinations at all levels on the campus; and testing and counseling service.

In that way, each of the assistant deans of students has a number of functions for which he is directly responsible, and while we do have a high degree of centralization in a certain sense—we also have functions that are clearly understood and clearly supervised by the officers directly in charge of them. It would be impossible that there should be across my desk the flow of the paper work of all of the different items that are mentioned in this report. But the University has attempted to solve its administrative problem by dividing the functions that are clearly serviced in the dean of students office, just as it has a vice-president who is charged with all business responsibility, who is over the comptroller, the purchasing office, the bursar, the treasurer in the University; just as the dean of faculties is directly over the academic deans throughout the University, all functions in the University which are considered to be service functions are centered in the office of the dean of students. I think it is a workable plan.

CHAIRMAN NEWMAN: That is also centered in your immediate office, and not in the academic division?

MR. STROZIER: That's right. Somebody asked who pays the salary. All the deans of students who are in office of the deans of students in the professional schools and colleges are faculty members of those divisions of the University, who pays their salaries. Budget-wise, they are paid for the amount of teaching they do by the academic dean's salary, and for their service as deans of students they are paid from my budget, which would be either one-half or one-third.

Some of them have assistants. That is, the dean of students in the Division of the Social Sciences, Max Corey, gives one-third of his time as dean of students in that division, but he also has an assistant who gives one-third of his time, Harold Anderson, because neither man wants to give more than that time to administration.

CHAIRMAN NEWMAN: Where is the academic counseling?

MR. STROZIER: That is done by the deans of students and their assistants in the schools and divisions. And, as I said yesterday, the place where the greatest amount of academic counseling is needed, within the college, the dean of students is assisted by 24 college advisers who are part-time teachers, who give one-half, one-third, or one-fourth of their time, and have accordingly smaller loads academically for the work they do.

CHAIRMAN NEWMAN: From the standpoint of actual workability here, do you realize any advantage in having your finger on both the academic counseling program and the other program as actually centralized in your office?

MR. STROZIER: Personally, I think it is highly advantageous. That is, I don't try to duplicate the service given by the dean of

students in any school or division, but I think it is highly advantageous that there be a central policy about probations, exclusions, admissions. All of those things are handled through the dean of students in the various divisions. For example, if a man applies who has a degree from another institution, applies to the University for admission to the division of the physical sciences, the admissions officer does the service work, but she sends to the dean of students in the Division of Physical Sciences the application for admission, and he discusses with the department the desirability of the candidate. But the dean of students has the right to make the decision about whether or not the person is admissible.

The Division of the Physical Sciences sets its own standards of admission. We have no right to set the standards of admission for the various schools. They are autonomous in setting them. We have the exclusive right, however, to interpret who fits the standards that have been set up.

CHAIRMAN NEWMAN: You do not have any water-tight compartment between the work done by the assistants in the different schools or departments, and the work done in your office. There is no competition there. They realize they are working on the same students and with the same objective in mind.

MR. STROZIER: I am not sure I understand.

CHAIRMAN NEWMAN: What I am trying to say is when you have your academic counseling done within the school, do you find a tendency for that to be treated as something entirely apart from the services rendered in your immediate office?

MR. STROZIER: But there is no duplicating service.

CHAIRMAN NEWMAN: Is there any dovetailing of the two?

MR. STROZIER: Well, a student whose registration was made out, his admission, got a scholarship, fellowship, might never come to my office. He might never deal with anyone but the dean of students in his own particular school, unless he wanted to use one of the most central services such as the counseling center—then he might be referred by his dean of students to the counseling center or to the student health.

CHAIRMAN NEWMAN: What I am trying to say is this: You are not quartering that student up in such a way that one man will deal with just one part of that student and another man another part, but you are treating the whole student with that program.

MR. STROZIER: That's right. That is what we attempt to do.

MR. R. C. BEATY (University of Florida): Is this dean of students, academic counsellor, located in your office or in the office of the college?

MR. STROZIER: He is located in the college that he serves,

except for the four divisions, and they do not have separate buildings. The dean of students in the School of Business has his office in the building of the School of Business, and the dean of students in the Graduate Library School has his office in that particular section—yes.

MR. KNAPP: How frequently, Dr. Strozier, do these deans of students in the various divisions meet with you for purposes of integration?

MR. STROZIER: We meet as often as necessary, but usually about once a month, and discuss general problems such as scholarships, fellowships, admission procedures, quotas, and things of that kind.

MR. DUNFORD (University of Tennessee): Are the advisers who assist these deans of students at separate colleges paid from the budget of the colleges?

MR. STROZIER: Paid from the budget of the dean of students for the time that they give. All the advisers are paid from our budget for that portion of time that they give.

MR. ERNEST L. MACKIE (University of No. Carolina): I would like to ask, if the dean of students in the professional schools handles the academic records of the students, what does the dean of that particular group do?

MR. STROZIER: The academic dean has the responsibility of employing the faculty, setting up the courses, the curriculum and the programs, but he does not see any students, except as he might desire to see a student or might see him accidentally. The academic deans handle nothing directly with the student, because of the administrative set-up.

MR. MACKIE: He does not keep the student's academic records?

MR. STROZIER: No, except in the Law School. The Law School is a law unto itself, as it is in most institutions.

MR. PAUL G. MURPHY (Kansas State Teachers Col.): What provision is there for channeling information from say Rogers' set-up to the deans of students in these various colleges? Is there any provision for that?

MR. STROZIER: You mean the report back on a disciplinary matter?

MR. MURPHY: Say a personal problem.

MR. STROZIER: Well, you see, Rogers would be dealing more with my office than he would with the deans of students, because if there is a disciplinary problem or an emotional problem—the deans of students do not attempt to handle those themselves. They might do informal counseling along with academic counseling, but

the person who is involved in some maladjustment would be referred to my office, and from my office to Rogers, from whom I would receive a general report.

MR. MURPHY: But I was thinking that the academic problem might be growing out of the emotional problem, or tied up with it.

MR. STROZIER: That's right. Then the dean of students would receive for the folder copies of everything concerning the student, because he has the total file of the student in his possession.

MR. MURPHY: Would that be channeled through your office?

MR. STROZIER: That's right. If it concerns maladjustment, it would be through my office, yes.

CHAIRMAN NEWMAN: I would like to ask Bob if he won't state some of the conclusions that he reached in a personal survey that he made in the work of his students generally, I suppose in his consideration of the job that he has. It is a classification that may be quite searching in your own cases, but I think we should have it, nevertheless.

MR. STROZIER: I do think this: that the people who need to be educated about personnel work are not the people who are here, but the heads of institutions; and if the heads of institutions have a clear idea of what the service functions of the university should be, and if they have a clear conception of what the aim and destiny of the institution should be, and what services are needed, then the work of the dean of students, or the dean of men, as the case may be, is much simpler and much clearer.

If the office is just used as a dumping ground, or if it is just supposed to keep up morale if things get bad, then no dean of students can really function in a clear and intelligent way. I think that too often—and I have been in several situations where the authority was not so clearly defined as it is in the present situation. It was done at the University of Chicago. We can always change. I have been in institutions that didn't change so easily as the University of Chicago. The University of Chicago let Mr. Wirtz map out what he considered to be the services that an institution should render to a student, and to establish in a very clear way all of those services, to unify them, and then to give the authority that goes with them, to the officer.

I think, as I say, after having worked in it for two years, one year as an assistant, and this is my second year as a dean of students, that it is an admirably set-up office, and that it does not establish federal government to the exclusion of state government, but it does provide a flow of information and a flow of a coordination of services that works very smoothly. The President is not besieged by 25 different people coming to his office, representing various areas. I am the only person concerned with the office of the dean of students who deals with the President on matters of policy. But I think the

President of our institution, and I think the presidents of most institutions, are very glad not to have to do anything with such problems.

CHAIRMAN NEWMAN: I am going to ask Dean Miner to get to the day's work here and comment on the third question George has: "Is there a developing trend to formalize and mechanize our contacts with students?" I ask that question for this reason: We know that personal influence and effectiveness of the Coulters and Moores and all those we have mentioned so many times. They have advised us against that. What is your reaction or answer to that question?

MR. ROBERT J. MINER (Miami University): I would say that when we swing into the centralized set-up of our personnel services, and we have a dean of men or dean of students or director of student affairs who coordinates these various functions, you tend very definitely to get a situation where the top person, the dean or director, has less and less time for a personal contact with the students. In some instances, I think it is regrettable, because he is very apt to lose the feeling of the student; and he will have his meetings with his heads of departments, and have them discuss the reaction of students, but he actually doesn't have his fingers on the pulse of student feelings, the way perhaps it is advisable for him to have.

If he is aware of this situation, and if he is losing contact, one of the things I think he will try very definitely to do in his frequent conferences with his heads of various organizations and departments is to insist that they try, maybe harder than ever, to make themselves available in as little a mechanized system as possible, for the student contact.

Now, I believe that Dean Hawkes at Columbia had a pretty fine idea when he stated that he had his desk in the outer office, and he had an open-door policy, with the door wide open, so any student could come in, and when any student came in, he would find the dean. He said, "I would much prefer that than for my secretary to decide who will see me."

If you have a set-up where you have nine or ten, sometimes more, sometimes less, parts of your university that you coordinate, and if you are working on plans of policy, you certainly do not have the chance to talk to your students. Your student wants to see you and comes in, and your schedule is filled up, they make an appointment. Maybe they can't see you for four or five days, and sometimes in the middle of the afternoon they can have a half-hour appointment with you. It may be necessary and important for them to talk to you immediately, and you lose definitely, in that sort of a set-up, something that I think is tremendously important.

So one of the big questions is, how can you, if you are one of these busy top persons in your centralized system, keep your door open so the students can come and talk to you, and can feel that they have ready, prompt access to the top person, because sometimes that is

extremely important. It means that you are not going to have a five-hour day or a ten-hour day. It sometimes means that you are going to work practically a 24-hour day, because sometimes a student who wants to see you will call you at 11 or 12 o'clock at night, or three o'clock in the morning, if he thinks it is tremendously important.

I think the tendency has been to be formalized and mechanized, and I think it is one of the things we have to watch carefully. Because, after all, one of our prime jobs is to be very much aware of the student as an individual, and if we aren't aware of that, it is going to be hard for us to keep these other people who are doing the work as aware of it as we would like to have them.

CHAIRMAN NEWMAN: I am going to ask Jarchow if he won't tell us about what he did last night—about his idea of a dual system here, having a dean of men and a dean of women.

MR. MERRILL E. JARCHOW (Carleton College): Well, I would like to say that I felt a little like a voice crying in the wilderness last night, up in Dean Small's hotel room, for two or three reasons that come immediately to mind. One is that I get along very well with our dean of women (laughter), which seemed quite an amazing thing. Secondly, I am the only one in this group who represents a small institution. We limit our enrollment to 1150 students. The rest of these gentlemen represent schools of 5,000 or more, where they have to have a centralized set-up. Also, I am inclined to view this centralization from the point of view of our school with some suspicion and apprehension. I agree heartily with Dean Miner's remarks that I think you ought to leave the door open if possible. I sometimes complain, in my own case, that I don't get much done in a day, because I try to see students whenever it is possible.

At Carleton College we have a dual system of coordination. That is, the dean of women and the dean of men are opposite numbers, to borrow a metaphor from the military. We are small enough so I think we can coordinate very well, and achieve the centralization which Chicago has to achieve by this organizational method. Academic counseling, discipline, admissions, and the whole business, is pretty well handled by the dean of men and dean of women in cooperation with the registrar, with the director of admissions, with the college physician, and with the placement and testing services.

As far as I am concerned, it works very well in an institution of around 1,000 students. I can see why it wouldn't work in an institution the size of the University of Chicago or a larger institution. But I still like this dean of men idea. But perhaps that is because I am not a professional personnel worker.

MR. BALDWIN: I agree with that very definitely. It can work in a large college. At Cornell we have a similar situation. The Counsellor of Students, which corresponds to the Dean of Men, and the Dean of Women, my counterpart, work together. We have joint offices. Our

secretaries sit between us in a joint office. The boys and girls come in and sit down in the same area, one beside the other. We have no difficulties at all. We confer daily on various problems, I can assure you, and we find there is no conflict at all.

When it comes to the time when the dean of men and the dean of women don't get along, the only thing I have to say about that is one should leave, and it is a question of which one, and how soon (laughter), because something is going to happen in that situation, and our problems do tie up, particularly in a co-educational institution. I can assure you there is a little intermingling of the sexes, and constantly you have got to have more or less the same outlook on this deal. And we find that it works out very excellently in our case, and we have nothing more than that central organization to work on. Then we in turn have three or four assistants apiece, and some of them overlap; and to all intents and purposes it is the same organization. We meet together in conferences and discuss similar problems, and we are all in the same boat.

MR. LLOYD: Sometimes I think we are assuming that we move to centralized organization or to, in a sense, more specialized organization, because of pure disagreement between personalities. I think sometimes in that discussion we lose sight of the entire problem.

We mentioned yesterday something about taking into consideration the kind of personalities on each campus. I believe we are striking here at the larger problem, and that is, the problem of what is defensible administrative procedure, regardless of personality. Because if we start to wrestle with the idea of personalities that get along and those that do not, that cuts across any kind of administrative organization. It makes no difference what it is. I would rather see us, then, spend more of our time on procedure for personnel administration, whether it be a large or a small college or university, rather than trying to stay in one position because of a certain kind of personality that may be on the faculty.

MR. MINER: I think that when you have a smaller college or smaller university, where you don't have perhaps a counseling bureau set up to handle a lot of your problems, and your dean of men is the person who sees the students to talk with the students about personal affairs, frequently you can avoid the situation if you have your two deans called deans of students instead of dean of men and dean of women. They can have a central waiting room and central receptionist with their own particular office.

When you work under a situation of that sort, oftentimes a woman student may want to discuss her problems with a man. It is much easier for her to talk to a dean of students than a dean of men, and vice versa. Frequently you will find men students who are disturbed, who have certain identifications where they can discuss their problems much easier with a woman than a man. But they would prefer to talk with a dean of students rather than a dean of women. That has

sometimes solved the problem, if both of them have the title of dean of students and are available to the student body in that respect.

SECRETARY TURNER: May I break in on that? Miss Esther Lloyd Jones, whose name is well known to many of the people in this room, solved that problem up at the Minnesota Conference, celebrating 25 years of personnel work. She suggested, in a well-prepared paper, that the only solution was to appoint a man and woman as co-deans of students, and let them head the organization on alternate years.

CHAIRMAN NEWMAN: It is impossible for any kind of survey to be made, and for any kind of discussion to take place at these meetings, without coming back to the subject of discipline. This is no exception. We have two very good viewpoints represented. I am going to ask Baldwin to sound off with his idea on this matter, and we are not going to let this keep going, because there is nothing new in what he is going to say, or there is nothing new in what Knapp is going to say here in support of the other system. But we do want it restated, because we have some new men here, perhaps they would like to hear it discussed.

MR. BALDWIN: My feeling is, last year as we heard Dean Gauss speak on his idea of what a dean of students should do in the way of discipline, it struck me very forcibly, very humbly, I must admit—I can't quite agree with that point of view, because my feeling has been—and I have done my share of discipline, and during the course of time, not in this particular position, have seen some boys who were expelled, and even in one or two cases, girls—my feeling is that if you want to get at these students and counsel them, you have got to have them feel as though they can come to you and confide anything that is in their minds and in their hearts and unburden themselves, without any fear that you will feel the responsibility of seeing that they are dismissed from the college.

A student can tell me anything at all, and frankly I have enough on a few students to put them out, but it is not my point to put them out. It is to try to square them away; and as long as they are not a bad influence in the group, and are only a detriment to themselves, it is my feeling we ought to try to straighten them out as much as we can. If it is not working out, I feel as though that particular student has to go. But actually to discipline the student is definitely to give him the idea that he is coming to someone who might put the skids under him, and he is not going to talk.

I have seen that happen in many instances. So I definitely feel we ought to have no discipline mixed up with our office. I have no discipline. The idea is to try to keep a man out of trouble. If he gets in trouble, it is to try to help him out. That is our philosophy. We have a faculty committee that takes care of all expulsions. The student comes up before that committee. My job is to get all the information on that beforehand, and make sure he has a fair

trial. I act as his counsel in that group. The group knows I am not trying to put anything over on them. They have enough confidence in me to think that I know what I am talking about. I can counsel the boy as to what he is to come up against, counseling him as to holding his tongue at the right time and not lose his temper when somebody suggests something that is obviously the right question to ask. And in that way my feeling is we can get further, we can unload a student who just doesn't belong. But the committee itself does it, and the student feels as though he has somebody there to whom he can go and tell his whole story. If the faculty committee feels he should go, he goes.

MR. KNAPP: I will comment very briefly, because I think in a sense this whole question is relatively unimportant, in this sense: that I think all of us agree that discipline is not a major difficulty. We don't have to spend too much time, relatively, on it. And furthermore, this is an old chestnut, and I think we will argue about it forever.

But my feeling about discipline is this: If you feel, by discipline, a judge sitting on a bench and casting judgment on another individual, I want no part of it. But as far as I am concerned, that is not discipline in a college situation. I conceive of discipline as simply one aspect of an educational function which is exercised through the counseling situation. We have certain standards. A boy or girl is going to have to conform to certain standards all the rest of their lives, and it is important for that boy or girl to learn. If they haven't learned it by the time they get to college that each of us must conform to certain standards of behavior, then it is part of my functions, as I see it, as a dean of students, to help that young man or young woman to begin to understand the necessity for behaving according to acceptable standards, and so on.

So I don't look upon it at all as a judgment or as a trial, or anything else; and in my experience over a period of some 17 years on this deal, in which I have during that entire period been concerned with discipline among other things, I discovered to my satisfaction, that if you will be frank, if you will be fair to a student, you can exercise discipline without losing student confidence, respect, or his willingness to come to you to talk about his problems. That is, in a nutshell, my philosophy.

CHAIRMAN NEWMAN: Fred Weaver.

MR. F. H. WEAVER (University of No. Carolina): At the University of North Carolina, luckily, there is a very long-standing tradition for letting questions of student discipline be handled by students. That is not an accident. When the University first started this question of discipline, two literary societies, which included all the students in one or the other, went to the faculty and said, "Let us be responsible for student discipline." That being forcibly backed up by the willingness to suspend from membership students who

were guilty of dishonor, the faculty concurred; and since we started that, in approximately 1800, it has been a tradition at Chapel Hill.

Now, with 7500 students, it still is true that students guilty of cheating, stealing, or lying, or students guilty of dishonor or ungentlemanly conduct, are tried by their elected representatives, and tried by them exclusively. And when they reach a decision as to what shall be done with the student guilty of one of those violations, they simply inform us. That is where my work begins.

It is not a question of not being interested in the therapy of student discipline or not being interested in rehabilitation. Nearly all students come back after a period of suspension. Not all students are suspended. Some are sent to the University psychiatrist; some are allowed to remain; some are sent to mental institutions. But we do not forget them. We keep after them after they go, and do everything possible to get them back. We believe that students who come to us in the first place warrant our careful consideration from the standpoint of rehabilitation.

I think that philosophy is not held to there as a technique of education or of experience in democracy. It simply rests upon the judgment, I believe, that where it is a matter of justice, the most that can be accomplished is to see that every man has a trial by jury, trial by a court of his peers. And, of course, there are variations in decisions, in procedure, in policy. Nevertheless, we believe that from the standpoint of both education and justice, that this is the solution to the problem of discipline.

It doesn't mean that the Dean of Men is not concerned with it at all. It means that he has an even more significant job—a paradoxical job, in a way—of making a system of student self-government work. But it is educational, it is fair, and it is, I believe, just.

CHAIRMAN NEWMAN: Borreson?

MR. BORRESON: In Minnesota, of course, we follow the system outlined by Knapp, and I think this is one of those areas that, regardless of whether 99.99 per cent of the institutions follow one particular pattern, if you can demonstrate through appropriate research that another kind of pattern is superior for the individual student for his reformation—however you want to phrase it—for his education, that is the kind of pattern that should be followed.

As I questioned Dean Weaver last night, the experience throughout the nation is that when students handle discipline, they are just about ten times as severe as the standard faculty committee, and a good deal more severe than what we would call the therapeutic approach. I might give an example.

Jarchow represents Carleton, also in Minnesota, and the school has 1100 students. In the past year, we have not kicked out any students from our University, and I think his record will show that there are a goodly number more who have left Carleton on the basis of their student system there.

There are certain kinds of institutions where the defense and the trial system is actually necessary, principally because the faculty committee, highly hostile to the whole idea of the personnel point of view or to general education, requires that the student be kicked out, as an example—although the whole “example” approach has been ruled out by the research already done.

I would agree with Knapp, that we have a very profound task in dealing with all kinds of anti-social behavior. It isn't only cheating or stealing or sex conduct. There are a lot of other social restrictions which legitimately come within the area of discipline—in other words, to define it as learning to live within a set of social restrictions.

It seems to us that if I can say that a student's grades or academic failure is the result of a lot of subsidiary factors such as emotional adjustment, home conditions, such as financial condition, that you thereby can also say that his anti-social behavior is the result of equal conditions. I cite the example which happened just before I came down here. We had a student who stole 27 cars—with a very admirable record behind him—following the divorce of his parents.

In such a situation, it would seem to me that your students and your general faculty committees are not competent to handle that kind of thing, and we owe an obligation in terms of defining our obligation through objectives. That is, if we want to teach students to live within certain kinds of social restrictions, whether those are severe crimes in terms of a court or minor anti-social acts, that we have to take them in hand and not dump them back upon the community.

MR. H. E. STONE (University of California): I would like to ask a question of Strozier, regarding the continuation of the title itself of dean of men and dean of women in a centralized type of program. Is not a title of Social Dean of Students for each of those officers more appropriate in a centralized type of organization?

MR. STROZIER: I think, personally, that the Assistant or Associate Dean of Students is a better title, in that the services are general, therefore all the services, either men or women. For that reason it is better not to use the title Dean of Men or Dean of Women.

MR. LLOYD: I think we have made some artificial distinctions there that certainly will not hold up. Last night we were discussing this same thing a little in trying to determine which problems were specifically men's or specifically women's, and they certainly do not multiply in any sense.

CHAIRMAN NEWMAN: At this time, Jim Findlay has come back. Will you give us any observations that you have made on the trend as it has impressed you from hearing George Small's report, this discussion, what the condition was when you left this Association a number of years ago. And in the course of your remarks, I hope that you will explain what you tried with reference to discipline—that is, giving a student a choice between the two systems. That is just one little detail—and any other comments you see fit to make.

MR. J. F. FINDLAY (Drury College): This first comment will be made briefly. It seemed to me, as I recall the survey we made some years ago, it is quite definite, as George pointed out already this morning, that in these intervening years there has been, as you have noted from the survey put in your hands this morning, a distinct trend toward centralization which was not noted in the previous survey. No one has pointed this out, but it seemed to me that in that trend towards centralization, it is primarily noticeable in the larger institutions. There is a horizontal cleavage here that is particularly noticeable with reference to the larger institutions going in for centralization, and not necessarily is the centralization characteristic of the smaller institutions.

I think we have two trends here instead of one. We have a trend that is definitely marked in the larger institutions, and we have a totally different situation which has been mentioned I think in passing this morning, by the panel, that not necessarily do you find that the smaller institutions are following in the footsteps of the larger ones. Maybe you will find then, in the next ten years, that you will have two branches, two roads that the deans of men will take with reference to the personnel point of view and its administrative aspect. You may find the larger institutions going one way towards centralization. You may find the smaller institutions definitely headed in the other direction of a decentralized program, both of them effective.

The other thing I would like to comment on, "Foots," is to use you as a guinea pig. In this discussion last night about discipline, these points that were raised this morning were also raised last night. Towards the close of that conversation, I asked this question. I said: Does it necessarily follow that either student government manner of handling discipline, as was evidenced so successfully at North Carolina, or the type of thing that is evidently successful at Cornell where the dean has no direct disciplinary functions—does it necessarily follow that our discipline must fall into one or the other of those two categories?

I meant by that, this thing: I said that it seemed to me, particularly in smaller institutions, that the discipline can and probably should be in the hands directly of the dean of men. And that the dean of men and the president of the institution can and possibly should handle the discipline between themselves. I maintain that if there is a good understanding between the president and the dean of men, that this therapeutic, this educational benefit and result that logically should come from the handling of discipline can best come if it is handled that way. I further maintain that the proof of the pudding in a situation of that kind lies not in what we as deans of men think may be the result, but lies definitely in the comments of the men and women who are disciplined.

Now what happens in such cases—and I don't limit it only to small institutions, I might add, but there are some large institutions that have handled discipline this way. I find that institutions that handle discipline in this rather straight, individualized form, providing the

dean of men, as pointed out by the gentlemen who spoke a little earlier, that he speaks frankly and that he gives a square deal—I find that in almost all such institutions the man who is disciplined is the man who always writes you back Christmas cards, and carries on quite evidently a close friendly relationship with you, even after he has been disciplined.

On that score, I think the best witness I can present is not our own experience at my institution, but “Foots” Newman himself. Because in the discussion last night, “Foots” nodded his head emphatically and said “That is the way we do it at Virginia.” Will you take over, “Foots,” and tell us what happened? I think a little testimony along that line will give a still different angle on this handling of discipline which is different perhaps than has been expressed heretofore.

CHAIRMAN NEWMAN: One of the privileges of a Chairman is to declare certain questions out of order. I had no idea that he was going to ask that question, and he is definitely out of order. Jim, you missed my question there. I made the comment that I thought it might be well to give a student a choice of his case being handled either by an individual or by a committee, and you said you had tried that. Will you give the outcome of that trial?

MR. FINDLAY: Well, the situation is simply this: Every student that I have had dealings with, when he has a choice between taking his case to a committee, or taking it to the dean of men and the dean of men handling it and finally recommending a disposition of it to the president, the student invariably would prefer to have it handled privately, individually, and personally. The committee becomes defunct because they have no business to do. (Laughter)

CHAIRMAN NEWMAN: Jarchow has one question.

MR. JARCHOW: I apologize for asking this question, but I wanted to ask Mr. Borreson, since I am interested in Carleton's public relations, where he got his information to the effect that the University of Minnesota hasn't expelled as many students as Carleton. Since I have been at Carleton, we have expelled only two. Also, at Carleton the discipline is largely handled by the dean of men, and I certainly would agree with President Findlay, the fellow who writes me as much as anybody is the boy I disciplined severely last year because he got into a bad drinking episode and was thrown in jail. I could have expelled him, but I felt that he had suffered enough by spending Thanksgiving Day in jail. I put him on probation. He is President of his Medical School class now, and he sends me Christmas cards, and I think we have considerable rapport.

CHAIRMAN NEWMAN: I am sure any one of you could have been on this panel, and it would have taken a different trend or different path. That is just the beauty of this sort of thing. Now, then, you have the results of this survey, and you can form your panels and put on your own performance and your own act, and I am sure it will be just as good if not a whole lot better than we have tried to do for you.

... The meeting adjourned at twelve-ten o'clock ...

FRIDAY AFTERNOON SESSION

March 12, 1948

The meeting convened at one-fifty-five o'clock, President Cloyd presiding.

PRESIDENT CLOYD: I will ask Fred Turner to make some announcements.

SECRETARY TURNER: Here is a wire from Dean Culpepper at Tallahassee, saying that he was grounded and hoped to get here, but Dean McBride, his representative, is here.

Here is a wire from Ray Warnock at Penn State, which came to his representative here:

"ASK FRED TURNER TO INFORM DEANS THAT NATIONAL INTERFRATERNITY CONFERENCE EXECUTIVE COMMITTEE WARNS THAT KAPPA SIGMA KAPPA NOW IN AN EXPANSION CAMPAIGN CANNOT MEET REQUIREMENTS FOR MEMBERSHIP IN NATIONAL INTERFRATERNITY CONFERENCE BUT SEEMS TO BE HOLDING OUT PROMISE OF PROSPECTIVE N.I.C. MEMBERSHIP IN ITS PUBLICITY."

Also, I have a letter from Garner Hubbell telling us how sorry he is that he can't be here.

. . . Further announcements . . .

PRESIDENT CLOYD: There is another organization, probably a little larger than ours, which meets here tomorrow, and we have agreed to go up higher, to the Palm Garden, which is on floor 21, for our meeting tomorrow morning.

You will notice that first on the program this afternoon we have Four Short Addresses and Discussions of Pertinent Topics, and those are going to be not more than 30 minutes long, and we are beginning right on time. The first of these is by Dr. Edgar J. Fisher of the Institute of International Education in New York. Dr. Fisher. (Applause)

DR. EDGAR J. FISHER: Mr. Chairman, and Members of the National Association of Deans and Advisers of Men: We, at the Institute of International Education, believe that there is no group in the academic field with which we are more closely associated than the group of advisers of men, advisers of women, the academic deans, and the foreign student advisers. On that account, it is a great pleasure for me to be able to have this privilege of speaking to you this afternoon on the problems of foreign students. I would ask you to bear in mind the subject, "The Problems of Foreign Students."

We are now probably at the peak of the foreign student population in the United States. At the present time there are 20,000 foreign students in this country. That is not counting the students from

Puerto Rico, or students from our other possessions. In other words, we have now in this academic year 1947-48 practically 3,000 more students from other countries than we had last year, and last year was the peak year for foreign student population. Of that number, you will be interested to know that perhaps about 15,000 are men students, and some 5,000 are women students in the United States at the present time.

Now, I suspect that this is the peak year perhaps for some time to come. I believe this to be so because unless the world situation settles down, there are certain disadvantages and certain difficulties which students from other countries are having increasingly in coming to the United States. Thus it seems to me quite probable that there will be a recession in the number of students from other countries who will be studying in this country in the next few years. This is despite the fact that the Smith-Mundt Bill which was passed some time ago will probably furnish assistance to a considerable number of students from abroad. The Fulbright Act is of assistance rather for American students going abroad than for foreign students to come here. So it seems to us rather definite that unless the world situation settles down somewhat, that we are now in the peak year so far as foreign students are concerned.

I think one might say that it is the unsponsored student from abroad in the United States who possibly creates more problems, and who has more problems, than the sponsored student—that is, the student who, sponsored by some organization, comes on a fellowship or scholarship, on account of which he has had to have a careful examination of his credentials before appointment.

The problems of the students from other countries are, as certainly you realize, our own problems to a considerable extent. And I wish to mention certain of them, so far as I can, within the 30 minutes which your Chairman very specifically mentioned. Let us mention certain of the problems in the order in which they present themselves to the student from another country. The financial question is perhaps one of the most acute, and one which appears first. The foreign student appears before the United States Consul abroad, and one of the first questions which it is the duty of the United States Consul to ask is, "Do you have sufficient funds? Are you sure that you will not be a public charge when you get to the United States?" And with the present rigid exchange regulations in practically all countries, that is a problem which a foreign student has to consider most seriously.

The foreign student must assure the Consul that he has sufficient funds or will have sufficient funds at the beginning of his academic year. However, we know that in the last two or three years exchange regulations in different countries have changed during the academic year, on account of which the foreign student, who when he came to this country was assured that he would have \$50 or \$60 from home, has his funds cut off during the academic year, and is left stranded, not because of any bad intention on his part. Government

students have less difficulty, of course, than the private students in this respect, because they are practically assured of getting the adequate funds from their governments for their support while studying in the United States.

The foreign student adds to his financial difficulties because he underestimates the cost of living in the United States. He may have heard of foreign students who needed only a certain amount. It may be that they were in a small college town, perhaps in the interior of the country. But this foreign student is going to one of our expensive centers of living, and the amount of money which he needed was entirely insufficient. And furthermore, the cost of living, as so many of you might agree, has been going up in the United States.

The amount of a fellowship, in terms of the currency of the student's own country, is often almost fantastic, and he feels that such an amount, when translated into his own currency from dollars, will assuredly be sufficient for him under all circumstances. Furthermore, the students from other countries oftentimes have heard stories of the foreign student working his way through college, working his way through the university. He does not realize that when he seeks to do that, he may come into conflict with certain immigration regulations of the United States government. And it is on this account that, with the present difficulties of getting dollar exchange, the financial question is one of the most insistent problems with which the foreign student now has to contend.

I mentioned the Immigration and Naturalization Service regulations. These constitute another hurdle as a very definite problem for the student from abroad. It is very interesting that the Immigration and Naturalization Service's decisions in individual cases is frequently so different. We know that a student is supposed to carry a full academic program. If he is an assistant in a department on the campus, nevertheless he must carry that full academic program, unless the work in which he is engaged as assistant can be shown to be clearly related to his regular academic program. He is not supposed to earn money, unless he has permission to do so, by picking up odd jobs here and there, by a certain amount of private tutoring, by waiting on table, or in sundry other ways.

In individual cases, one gets surprising decisions from time to time. The Service, of course, maintains that it is necessary for them to apply the law as it exists on the statute books. On the other hand, in general, the application of the law by the Immigration and Naturalization Service at the present time seems to be getting a bit more rigid, a bit more strict.

Here we have government departments which really are at odds with one another. The Department of State is embarking upon a broad and generous policy whereby large numbers of students from other countries can come to the United States. Larger numbers can come, only if they may in some proper way secure remunerative employment. And there are many ways in which they can, that do

not conflict with American labor. Nevertheless, the immigration law is very restrictive in this situation. One department of the government believes that it is important for the country that we should have larger numbers of students from other countries in the United States, and a law of Congress indicates really that those numbers must be restricted. The foreign students are oftentimes caught in this, and I think that probably many colleges and university administrations feel that they likewise are caught.

We had a letter the other day referring to the "silly regulations" of the Immigration and Naturalization Service—what can be done? Well, the only thing it would seem that can be done so far as the Immigration and Naturalization Service is concerned, and the immigration law, is to consider the possibility of a change in the law. We have been considering this. Certainly you all realize how difficult it would be to try and get through Congress a new law amended to make it more liberal with respect to bringing foreign students into the United States. However, that is important.

We should find out in what respects the law should be changed. And for that purpose we would need, of course, the experience of the academic officials and the students as to their difficulties with the Immigration and Naturalization Service at the present time.

Another problem which the foreign students have in coming to the United States is to understand the difference in our academic organization and administration. You, of course, realize how different our institutions of higher learning are from those in the other countries. There are radical differences, into the midst of which the student from another country is thrown, without perhaps knowing sufficiently about them. He should attend classes with reasonable regularity. There are quizzes at more or less regular intervals, term papers, and required reading, which are not included in the paraphernalia of higher education in his own country. He needs to adjust himself to this particular situation. How often we have had it said to us that "We thought that in the United States one could be free from regulations," because in the university world out of which he came, he was practically free to do as he pleased academically and in other ways as well. In this country he comes face to face with a considerable number of academic regulations, not only in the junior and senior years of an American college, but oftentimes of course in our graduate departments as well. His adjustment to these new conditions of academic life constitutes, as we can well understand, somewhat of a problem.

Then there is another academic question which he has to face at times. He came to this country possibly thinking of staying for just one year. He had no thought of working for a degree in an American college or university. And after he gets here, he discovers that the students are working for an A.B., B.S., M.A., or Ph.D., and he decides, "I would like to have something to show for it when I go back to my own country." So he goes to the dean, and says he would like to work for a degree. But his schedule has not

been planned with the degree in mind, and he should take a certain number of requisites. This the foreign student may not understand and that constitutes a problem.

Social functions, both on and off campus, take the time of the foreign student. It may take him a term to get properly socially adjusted. By that time, half of the year of study is over. The social conditions on our campuses are quite different from the conditions in the academic world out of which he comes. In fact, he has not known what a campus is, probably, because the foreign universities are not built as "campus" institutions. They do not usually have provision for dormitory arrangements. They are not organized with all the complexity of extra-curricular activities, so important, and properly so, in the lives of our American college students.

These social differences go right into the intimacies of the life of the foreign student. The ideas which the foreign student has had of the United States of America before he came here may be pretty different, and in some cases rather warped. Oftentimes his ideas have come from seeing American movies in his home country, and if American movies oftentimes are poor here, they frequently are poorer abroad. He may have gotten his conceptions from reading copies of LIFE, with the description of the parties which LIFE puts into a part of the American scene. He may possibly have been so fortunate as to come in contact with American educators or American missionaries abroad, and then he may have been able to discuss with them certain of the details of American college and American university life. But the chance is he has formed his ideas of the United States, so far as social relationships are concerned, in other ways than in conversation in detail with an American college instructor abroad or an American missionary.

He has to understand, during the first days that he is here, the differences in our social life and conduct. The young women, for the most part, come out of a more or less sheltered kind of an existence. What should the foreign young man do in the new environment? What should the foreign young woman do in the new environment, thrown into a tradition and an activity which betokens the great freedom of women as we have it in the United States?

I oftentimes wonder that the foreign students are able to understand our fraternity and sorority system as well as they seem to. We have an increasing number of foreign students who are now being given hospitality in fraternities and sororities, and I know practically of no cases where that has not proved to be a real success.

The foreign student has a great desire to meet United States people socially. It oftentimes is an unsatisfied desire. The foreign students tell us frequently that it is not difficult to have casual acquaintanceship with Americans, but they say really to get to a basis of friendship is more or less difficult. And it is that which oftentimes the students from other countries desire, and actually crave. They want to see American homes. They want to see Americans in their

American homes. They do not find it difficult to get to clubs and societies of one kind or another, because often they are invited to speak and talk about their own countries. But that, to them, is more or less superficial. They would like to know more Americans, and they would like to know them not casually, but they would like to know them on a real, friendly basis.

There are unhappy experiences which constitute problems for the students from other countries. They inhere to a large extent in our own provincialism, and oftentimes, in our own historic conditions, which it is important that the foreign student should understand if possible before he comes. The foreign student frequently has not too adequate a knowledge of the English language, and in trying to interpret himself to us, especially in the early days of his life with us, he says things that he didn't intend to say, and it creates embarrassing situations for him.

There have been cases of foreign students who, when they were out on the streets of a city and were using their own language, were accosted by some thoughtless American and told to use English. We have no idea how often the foreign students are subjected, in thoughtless ways, to embarrassing situations. And then, of course, there are situations which are difficult due to discrimination of race and color, in almost any section of the United States.

There is another problem which, in passing, let me mention. It is the problem of the foreign student's free time. He wants to observe. He wants to travel. Those are oftentimes expensive luxuries which he cannot afford. The students from abroad appreciate invitations to the homes of their college classmates or to their university colleagues. They secure them frequently, especially the students who are most alert and who are most attractive. On our college campuses, a tremendous amount is done for the foreign students in this respect. It is important that the foreign student should have that kind of an experience which will make him an understanding and sympathetic interpreter of our life. His helpful experiences should be multiplied.

These are some of the problems, all that I really have time to mention in this brief period this afternoon. There are certain influences which assist in solving the problems for the foreign students.

United States students should, in larger numbers if possible, be oriented to the reception of the foreign students. It is highly important that, if possible, the foreign student should be brought into sympathetic understanding with our United States students, and that more of them should take a more than passing interest in the students from the other countries. Summer orientation courses have been organized in recent years, so that the students from other countries have the advantage of living with some American students, brushing up their English, and taking courses in American historical backgrounds before they go to their regular academic work in September.

We need, and they need also, mutual patience. I certainly am not

unmindful of what a group like this does from day to day in assisting the foreign students in getting the best and the finest kind of experience which they can have in the United States. And I frequently marvel, when very difficult situations come up, at the patience and sympathy which the advisers of men and women show in respect to the foreign students in their difficulties.

One of the problems of the foreign students, we have found, is to find words to express sufficiently their gratitude and their appreciation for the experience which they have had in the United States. Some of the usual comments are, "The professors are friends," which indicates that they do not see too much of their own professors abroad, outside of the lecture room. The students, they say here, dare to express critical judgments. They have gained a sense of world brotherhood. They have been inspired to work toward a world community.

Let me quote part of a brief statement which illustrates what a student understood we represented before he came to the United States, and how he felt towards the close of his academic experience here. This is obviously from a South American student. He said in his report: "We used to consider the United States as the country of big business in the strict commercial sense, considering your people as hermits in the desert of business, and your culture, that of the heart comics, the Hollywood heartthrobs, and an occasional best seller, omitting of course the chief and deeper aspects of your spiritual life. But being near you—here comes the transition—and experiencing your daily life, we discover unsuspected attitudes that reveal you as a people of high ideals and noble ambitions, a people that in the wealthy fluency of its life pays consideration to all the attitudes of a full life; a people dynamic in work, loving liberty, and respecting individuality."

The rewards of the program are really very great. When I said that this was the peak year probably for some time to come, or until the world situation settles down, for the number of foreign students in the United States, this is not due to any lack of desire on their part to come. Months ago, we were able to announce some 18 fellowships for Czechoslovak students in the United States. The number of applications that flooded our committee in Czechoslovakia went to several thousand. They want to come in tremendous numbers. We hope that if this is the peak year, it will be surpassed before long.

I am persuaded that there is no single influence more important for the attainment of the fact of One World than the International Student Exchange at the college and university level. (Applause)

PRESIDENT CLOYD: I think it is necessary for us to go right ahead with our program. I want to make one announcement. There has come a request—one did come before I got here, and one since I got here—that a place on the program be arranged for the assistant deans of men. So we have arranged with the hotel for a meeting place for them.

. . . Further announcement . . .

PRESIDENT CLOYD: The next speaker, as you see, is Colonel Ralph W. Wilson, Chairman of the Committee on Scholarship of the National Interfraternity Conference, New York, who will discuss for the same period of time, 30 minutes, "Fraternity Matters." Colonel Wilson. (Applause)

COLONEL RALPH W. WILSON: Dean Cloyd, Gentlemen: I should like to correct one statement on the program. I happen to be from Lexington, Kentucky—just a country boy trying to get along down there—and not New York. (Laughter)

I had a friend some time ago who gave me a card. It seems that his friends had been telling him their troubles, and he had a little black-bordered card which said: "Your story has touched my heart. Never before have I met anyone with more troubles than you. Please accept this token of my sincerest sympathy." (Laughter) I feel that way, because I really have troubles, Gentlemen. I am throwing myself on your mercy. I have been given a job to do, and I am going to try to do it the best I can. I have been asked to fill the shoes of a man whose shoes can never be filled.

I should like to digress just for a moment to state that here is just one volume, beautifully bound in leather, 1940-41, that I picked up at random, compiled by the late Doctor Alvan E. Duerr. It is one of the most remarkable documents that I have seen in my experience. I have gone into many offices in my experience and straightened out records. You gentlemen have seen these large sheets that have been passed out. You haven't seen these bound volumes—the most remarkable documents I have ever seen. Most of this work is in his own handwriting, and looks almost as if it were steel engraving—and when the man found time to do it, I don't know. He left correspondence, and I have all of his correspondence in my possession at Lexington. I can trace the trend of fraternity scholarship from the time that he started getting the surveys until he passed on. It is a tremendous job. I am now throwing myself on your mercy.

I am being pressed by 59 scholarship officers for data. We had a meeting last November in New York, and formed the College Fraternity Scholarship Officers Association. The main bone of contention was we can't get the data. We want to do something for our fraternities. We want to aid the deans. We will come to the aid of the deans if we can only find out what our fraternities are doing. That is my problem. I am being pressed by 59 other people, and I am throwing myself on your mercy.

I never make a change in procedure until I can find out that I can do a better job. I haven't found out that I can do a better job than has been done. There are certain things we will have to abandon. For instance, in 1934, the National Associations of Deans, and the National Associations of Registrars agreed with the National Interfraternity Conference that certain procedures would be followed: (1) That in evaluating marks, a differential would be used, secured

by taking the difference between the All Men's Average, and the highest possible average, and breaking it down into 100 equal intervals. After 14 years, gentlemen, exactly two institutions in the United States are doing that—two institutions out of 202—and this has been published year after year since 1934.

Therefore, I feel that we shouldn't ask the institutions to work that index system. Moreover, two institutions are still following the procedure prior to 1934. The majority of the institutions are using a divisor of 10 to secure their differentials, and many don't use anything. So I ask you, in putting in your future reports, that since only two of 202, after 14 years, have followed what they have agreed to do, let's drop it and streamline.

Now, it may seem strange to some of you why these reports are going to be delayed. We have had to abandon 1946-47¹ altogether. I estimate that it would take at least 125 letters to the various institutions to straighten out data of 1946-47. Therefore, 1946-47, as far as the N. I. C. goes, is a lost cause.

Why do we have to straighten out this data? For instance, here is a record that just came in: "In compliance with your request, we are listing below the grade averages of the chapters and also the number of men in each organization. The All Men's Average is also listed." He doesn't state when it was, whether it was 1946-47, or 1947-48. Having no prior records, I will have to write for this. Here is another large state university that gives me the average, but he doesn't state when it was—whether it was the second semester of '46-'47 or the current semester. These came in the same mail.

Around 15 per cent of the reports coming in from the institutions are not giving the period. Around 10 per cent of the reports come in without any headings on them. This happens to be one that was sent to me by Dean A. Blair Knapp when he boxed up the records of his committee. Incidentally, the records are still going to Dr. Duerr, and Dean Knapp, a year ago, asked the institutions to send them to him, but they are still going to Dr. Duerr. I have since sent out letters to the institutions and asked to have the records sent to me. Please remember that I am in Lexington, Kentucky, and please send your records there.

Here is a beautiful record, one of the most beautiful records I have ever seen. The fraternities are broken down. They have spent hours and hours on it. Unfortunately, it got torn loose from its letter of transmittal when Blair Knapp sent it to me, and I can't identify it.

Now, I don't intimate, I don't even suggest, that you gentlemen change the grading system of your institutions, because I know you won't do it anyway. But to give you some idea what an A is equal to throughout the United States—1, 3, 3½, 12, 15, 16, 40, 45, 60, 300, and 400. It doesn't matter to me whether your A is equal to 1 or 400 provided I know what system you use. Now I sent out for and got the systems used at the various institutions, and one institution

had a grading system of 2, and A being equal to 2, and I computed an average on that. In the meantime, they changed it to 4. That threw that all out of kilter. Now, some of the schools use numerical systems—A is 95, 96, $96\frac{1}{2}$, 97, $97\frac{1}{2}$, 98, $98\frac{3}{10}$, and 100. (Laughter) Gentlemen, this thing—I've got troubles. (Laughter)

I can compute the percentages. I have a machine down there—I press a few levers and the things go around. It was made in Germany, and the wheels spin around. But I must have some data to put into the machine. (Laughter)

Now, I made a terrible bobble recently. The grades from Dennison came in, and the grades from Arkansas came in in the same mail. Sigma Chi just happened to be 2.57 at both places. I immediately jumped to the conclusion that naturally A, the highest possible grade, was 4. I got a letter from the Arkansas chapter—they couldn't understand why my percentage was wrong. They went to Dean John P. Anderson and said, "Wilson is wrong." An A at Arkansas is 6, and at Dennison it is 4. We really do have troubles. (Laughter)

Now, I ask you please, if I can get, for instance, "Siwash College, First Semester, 1947-48, Beta Theta Pi, 113 members and pledges, 1.56; All-Men's Average, 2134 members, 1.40," which is all we want. Let all the indices and index systems and everything go. The reason I say that is because it has been suggested that I put out a sample form. I won't do that, because, for instance, at the University of Wisconsin, the report that they put out up there, you could just turn in, and almost be given a Doctor's degree on it. At some schools they economize by using little thin sheets of paper, write on it twice and tear it in two, and I got one without a heading on it; and if I had opened that up with the window open and the wind had caught it, the little fellow would have been gone. (Laughter)

Dr. Duerr has written—I looked at his old correspondence—hundreds of letters pleading for additional information. Blair Knapp got out a form letter, and he told me this morning, on every two reports, he had to send one report back. Now, we love you and all that, and I know that you are all just crazy to get my long-winded letters. I like to receive your letters. But this is an automatic game, and I should appreciate it if your Dean of Men at Siwash College, when the mimeographed report comes out, would just drop it in the mail without a letter of transmittal, and that is all we need.

Now, this fraternity situation, I feel that a fraternity that doesn't equal the All-Men's Average should be folded up. I have other people who differ with me. But the point is, all the scholarship officers are trying to do something with their fraternities. I am afraid some of us have been ostriches in the past. Quite a number of you people are fraternity men, you Deans. Unless you happen to be a Beta or Southern Kappa Alpha, you haven't anything to be proud of in your fraternity—that's all. You've got to hand it to the Betas and the KAs. The Betas have never been below the

national All-Men's Average since the records have been published, and Sigma Chi has never been above, up until now. (Laughter) And don't worry, Sigma Chi has plenty of company along with it. (Silence)

Gentlemen, it has been disgraceful the way some of the fraternities have been contributing to the scholastic delinquency of the collegiate system of America. The Betas and the KAs and the Jewish Fraternities have carried us on, and we have been riding on their coattails. We might as well admit it. The point I make is if Beta Theta Pi can go on for years and years and years and never be below a national All-Men's Average, why should Sigma Chi be down in the sewer—and other fraternities with it?

As a matter of public relations, we are all interested in our fraternities. They are there on the campuses, and those boys will respond. But we can't do anything until we get the data. Now, let's get to another case. The man who sent me this letter here—it is perfectly clear to him but not to me. This is probably a school that is quick on the trigger, and it never occurred to him that I am still collecting the First Semester of 1946-47—and as a matter of fact, less than a month ago, the second semester of 1945-46 came in.

You can set your watch by Joe Park's record from Ohio State University. His quarter was out about Christmas. They work on the quarter system. Within less than three weeks—with 28,000 students—the complete report came into my office from Ohio State University for the First Quarter of 1947-48, with an All-Men's Average. I guess he counted 28,000 students, and in addition to that, he had the two previous quarters, and each fraternity rated as satisfactory or unsatisfactory. Within one week later, I got the First Quarter of 1946-47 from another school, and that is the way they come in.

So we are going to abandon 1946-47. If you have any records completed for 1946-47, I should appreciate them, just for historical purposes, in case somebody writes in. But if you haven't started to compute your records for 1946-47, let's forget it—start new with '47-'48.

Of course, we know Joe Park didn't count those 28,000 students. But he got an All-Men's Average, and he got one that was accurate. I checked up on him. He didn't do this—I have asked him about it—but it works out: The All-Men's Average at Ohio State University for the first quarter of 1946-47 is exactly to the third decimal place what the average average was from 1932 to 1942. I advocate a sampling method of securing All-Men's Averages. Dr. Duerr had been asking for that for years. Of course, we prefer a true and accurate average.

I sent out a form letter, and I got a letter from a woman registrar. The women take things more seriously than the men. "Dear Colonel Wilson: I am a little surprised that you would ask for a sampling average for All-Men." She says, "We prefer to do it accurately

down here. We hope that you like the way we are going to do this." Of course, I should like to have an accurate average. But I should rather have Joe Park give me a sampling of All-Men's Average from Ohio State University in three weeks than to wait a year and give me nothing.

Indiana University—I told Bob Bates who is now at V.P.I. and some of them, their All-Men's Average would be 1.401. He said, "Where did you get the 1.401?" I said, "I just put that in there." After they worked it out, it actually came out 1.4011, and I threw the 11 away. (Laughter)

I went into 2,997 records. I got these records from Virginia Polytechnic Institute. I grabbed every fifth card, every tenth card, etc., and although the accurate All-Men's Average was 1.3268, the worst case I got was a 1.3244. You just can't beat it, gentlemen. In other words, if you take every tenth card, provided you go into all divisions of the university or college, it will come out every time. I have these cards, and if anybody doubts that, I will take another. I even took those photostats up and punched a big pin through them—just shut my eyes—and still it came out. (Laughter)

I am in lots of trouble. And please do not pass out those sympathy cards. I ask just a few simple things. I will mention Beta Theta Pi: You have to hand it to them. They have been the scholars in the fraternity world. As a matter of fact, the only normal competitor of Beta Theta Pi that has ever been able to beat them nationally a few times is Southern Kappa Alpha. Yours didn't and yours didn't—neither did mine. But it is really a sad commentary. I believe in good fraternity scholarship—of course, we are higher than the non-fraternity student level. But we are depending on the Jewish fraternities, and the Betas and KAs to take us there, and there are 59 fraternities and scholarship officers.

These scholarship officers met in New York in 1947, we are going to meet again, and we are going to try to help you people, from a selfish standpoint. We will make your work easier, and don't feel that we are butting in. As a matter of fact, I know one particular fraternity now that has come down on one of its chapters with all feet—not Sigma Chi. We have enough troubles at Gettysburg College, however.

We have been asking all fraternities to keep us up above the national All-Men's Average, and according to the records we have to depend on the South. You just know that the University of Mississippi, and Mississippi State—if Millsaps College doesn't have the highest record, they are going to be sky-high. Fraternities of the South are always above the national All-Men's Average, and when you get up north of the Mason-Dixon Line, you know Bob Bishop at the University of Cincinnati, and Carnegie Institute of Technology, will always have their fraternities high up in scholarship. I just digress to state that.

I am in a lot of trouble, and I am going to do the best I can.

I live in Lexington, Kentucky, and if you will just please, when you do get your reports, give me this—this is all, I repeat: "Siwash College, First Quarter, 1947-48: Beta Theta Pi, 1.65" or 2.65, whatever you have "113 members and pledges; All-Men's Average, 1.40." Then I will take it from there on, and as quickly as I can get the last school in, I shall have these big sheets printed and distributed to every national fraternity and every institution. I am at your mercy.

Thank you. (Applause)

DEAN FIELD: I would like to ask the Colonel to clear up one point. I was on that original committee that made the report which was adopted, and we agreed there that the active average should be the one that would settle scholarship standards. You didn't say anything about that. Will you clear that up for us?

COLONEL WILSON: You mean the pledges?

DEAN FIELD: Pledges is a separate item.

COLONEL WILSON: As I stated, whenever I take a job, I don't change anything. I carry on the work of my predecessor. The previous Scholarship Committee of the National Interfraternity Conference has gone on record as stating that pledges should be included in chapter averages, and that is the way I have inherited it. Personally, I believe they should be, and I have no intention of changing until I am convinced they should not be, because I say that is the way I got it from the previous committee.

DEAN FIELD: Mr. Chairman, I would like to point out on this matter that originally, in the Deans' Conference and in the Registrars' Conference, it was adopted the other way—that the record of the pledges should not be saddled on the scholarship of the actives, because many of those pledges never get to the point of initiation.

COLONEL WILSON: Well, that is not my problem. (Laughter) As a matter of fact, I shall continue to publish the pledges, because I inherited it from the previous committee, consisting of Dean A. Blair Knapp as Chairman, Dean Stone, Dean Lobdell, Dean Nowotny, Dean Park, all you brother Deans of Men, who adopted that rule, and that is the way I have inherited it.

DEAN FIELD: But the rule we adopted was that the average of the actives should constitute the scholarship of that fraternity.

COLONEL WILSON: Well, it has been changed by another committee.

DEAN FIELD: It never has come to this group.

PRESIDENT CLOYD: I think, gentlemen, we will have to let Dean Field and Colonel Wilson fight that out, and we are going to have to abide by the request of Colonel Wilson on this matter of fraternity scholarship and their reports. Personally, I have always sent in my pledges along with my actives.

I have this telegram which will be of interest to you:

"GREETINGS FROM THE NATIONAL INTERFRATERNITY CONFERENCE AND DEEPEST REGRET THAT I AM NOT WITH YOU. AM REQUESTING DEAN WARNOCK OUR EDUCATIONAL ADVISOR TO REPRESENT US OFFICIALLY. GILBERT W. MEAD, CHAIRMAN."

Colonel Wilson is representing him also. Colonel Wilson was saying he was in a lot of trouble, and that 59 people were on him about this matter.

The next item on the program is "Special Problems of Independent Students," the panel which has been arranged by Dean Arno Nowotny of the University of Texas.

... Mr. Nowotny assumed the Chair ...

CHAIRMAN NOWOTNY: Chairman Cloyd, and Ladies and Gentlemen of the Convention: This panel this afternoon will consist of the former dean of men at the University of Oklahoma, a former President of this Association and now President of Drury College at Springfield, Missouri, Doctor James Findlay; also an adviser who has spent a lot of time talking and planning with independent students at Illinois, Dean Stafford, Dean of Men at Illinois; and we brought a student from Southern Methodist University who has done a fine job on the campus where we will be this evening, Miss Pauline Donnell on my left. After being a sort of keynoter, I am going to referee.

The National Independent Student Association began about five or six years before World War II. It was born down at Norman, Oklahoma, and the man who called it together was Jim Findlay. Joe Park was there, Fred Turner, Joe Bursley, and a lot of us. That thing grew fairly well until World War II. They had conventions at Lawrence, Kansas; and West Lafayette, Indiana at Purdue; at the University of Texas; and at Urbana. This spring they are meeting at Iowa State, at Ames.

It is an organization that I believe in. I think it is sound. At Norman, Oklahoma last spring they had about 40 schools represented, from Washington State to Cornell, and from Emory, Georgia, to California. They divided it into seven regions and they elected their national executive secretary, the young man who has the title of assistant dean of student life at the University of Texas. He gives as much time as he possibly can to furthering this program of the young students all over America—Dean Ed Martin of the University of Texas.

MR. EDWIN K. MARTIN: To some of you the very name "Independent" conjures up visions of political parties, anti-Greek campaigns, and campus feuds and bitterness, and you fail to recognize the benefits which can come to unaffiliated students and to the college when they have an organization of their own.

For that reason, I sometimes think that the name "Independents" is poorly chosen, because of the many meanings and interpretations given to it. "Unaffiliated" might be a better word to use, although some prefer "Unorganized" to either of the others. Regardless of the name, that group comprises the majority of the student body, and are the ones referred to as we discuss the problems of Independent Students.

Last year at the NADAM Convention, Dean Christian Gauss of Princeton University said, "I do feel that a fraternity system ideally should include every man jack on your campus." If this be the goal for us to work for and finally achieve, then the independent student is destined to become extinct. But until that happy day arrives, the unorganized student, the forgotten man on many of your campuses, has many problems which are confronting him today, and which are our concern at this time. Some of these problems very briefly are:

- (1) They are the men who need social experience most, and yet they are the men most unlikely to get in a fraternity.
- (2) They live, in many instances, in scattered rooming houses and boarding houses all over the city, and they lack the group contacts and experiences that make them good school citizens.
- (3) They represent the majority of the students, but too often have no representation in student government or in other college activities.
- (4) Many independent groups have no place where they can meet, and one school has denied them the use of their student union. Very few of them have an office to call their own. Some deans refuse to let them organize.
- (5) They need more faculty sponsors and faculty support as well as more guidance and encouragement from you deans and from the college administration.

Recognizing the universality of these problems, a national conference was called in 1938, and from it grew and developed the National Independent Students' Association. The man who planned that convention is here today, and I take great pleasure in presenting Dr. J. F. Findlay, President of Drury College, and the founder of the National Independent Students' Association, who will tell you about the history of that organization. Dr. Findlay.

DR. FINDLAY: Gentlemen: Let's say at the outset that though most of us, who have had to do with the independent work are fraternity men, that doesn't preclude at all in our minds the responsibility that we have to carry on the maximum amount of service and interest in the independent group. I throw that out, because I assume that every man who is here gives full recognition, at least nominally, to his responsibilities to the unaffiliated or independent group. It is about the latter group that I wish to speak.

Now, since a good many of you were not at Philadelphia some years ago, when this meeting was held there, will you permit me to repeat

some of the things I said at that time, by way of reporting on the Independent Men's Association, as it was established at the University of Oklahoma. Since I know more about that, saw it grow, know some of the difficulties that confronted it, know its success, I use it to indicate to you what was done on one and can be done on other campuses. Let me plunge into that just as a sample of how independent men, with some guidance, can achieve real results.

I had in my office a young man who was a law student at the University of Oklahoma, a non-fraternity man. One night after office hours, we sat talking about the independent man's situation at the University of Oklahoma. When we got through with that conversation, we agreed we would do something about it.

In the next few months, the 3500 men on the University of Oklahoma campus were organized into six districts. There were no dormitories on the University of Oklahoma campus. These 3500 men were housed in 400 rooming houses closely congested around the campus. We took a map, broke the rooming house district down to have approximately the same number of men in each district. Then we got a student to agree to be the organizer of the district. It was the time of the N.Y.A., and these six students, who were putting themselves through school, from N.Y.A., gave us temporarily a paid staff.

These men went into the districts and organized the men along intra-mural lines. Up to that time the intra-mural program was practically owned and operated by the fraternities, with rarely an independent team competing. Immediately there developed in the then current sport, six new independent teams. First they were rather poor. There was no particular incentive, no prestige; it was difficult to get a full team out for touch football, for example. But they got them out.

Then arose the question, how are you going to finance this independent intra-mural participation? Each team was supposed to furnish its own equipment. It cost \$1.00 a couple, to go to an all-university dance at the Student Union Building. We decided we would try to have volume instead of a high expense at the door. We charged 25 cents a couple and 40 cents a stag; and when the expenses were paid for that particular dance, we had the same ballroom the fraternities used, the same orchestra the fraternities used, but we still had a \$15.00 gain in the treasury.

We did that about 16 to 20 times during that particular year, and out of the small net surplus of each dance, the entire independent men's program on that campus was financed. It included a bi-weekly paper, that was distributed to all these rooming houses. We had the social program. Once a month a smoker was held in the headquarters, located at the largest rooming house in each of these districts. The districts refused to be called by Greek-letter names, and because it was the old cattle country, the boys seized upon some of the old cow brands—7-Up, Half Circle Hat, Flying U, and that sort of thing. They became known by these cow brands, and just as proud of those as the fraternity men of their Greek-letter names.

These names became battle cries when the intra-mural program was on—so successfully, that over the last five years, while I was on the University of Oklahoma campus, out of the 100 over-all championship cups offered in individual sports, independent teams won 65 of them, and three out of five over-all University-wide championship trophies for the entire season. It produced morale. It did something to the self-respect of the independent man on the campus.

They didn't stop there. They said their program should include also the scholastic life of the students. They set up a tutorial service on the campus, so any independent student, who was having trouble with any subject, could go to that tutorial service and receive help free of charge.

There was one little problem in the social aspect. There were a number of students on the campus who didn't dance, and didn't have any interest in that particular type of social program. The independent men said, "These men have just as much right to our program as those of us who like to go to dances in the Union Building. What about them?" The result was that one of our group who had an unusual knack for directing group games, Thetus Greason, took a short course from an expert whom we imported to the campus and once every two weeks, in the women's gymnasium, there was what we called a play-party. We had square dancing and games of various kinds. It became so popular that on Saturday afternoon you would have as many as 400 students there at one time. It just indicates that student initiative can do a bang-up job, if given a few leads and a little money with which to carry it out.

I haven't covered the whole aspect of the Oklahoma program. But this gives you the highlights. In 1938, as Martin has suggested, this same young man, Thetus Greason, came to me and said, "We understand that up at Kansas University they have something of the same sort. Over at Illinois, they have an independent organization. Down at Texas they have an organization that has been operating for a number of years. How about us having a convention here to see whether or not there is enough significance in the independent movement so that we could develop on somewhat a permanent scale."

"How are we going to finance it?" He said, "We have \$195.00 in the I.M.A. treasury here. The boys have agreed that we will throw the entire fund into the bag, in an effort to make it possible to have this convention." To make a long story short, we wired Joe Bursley at Michigan, and Fred Turner at Illinois. Both accepted the invitation to come to the University of Oklahoma to help us initiate this thing and to speak to these boys and girls who came from the campuses of the middle west, chiefly. So we had the first convention at the University of Oklahoma. We didn't know whether there would be a dozen or 200. But we were very well pleased to have representatives of 12 institutions, with a total attendance of 96.

One of the highlights of that convention was a student-owned and operated rodeo. The boys at the University of Oklahoma decided that the students from further north, Minnesota and Illinois, who had

never seen calf-roping contests or bulldogging, ought to see how it is done, actually by students and not professionals. So they brought in a truckload of wild steers from across the Canadian River. They had a boy in the Law School who was a trick roper; they had several broncho riders. We took the whole outfit out to the bull pen at the field artillery unit, and the boys put on a rodeo out there that was the best I have ever seen. Which indicates that the independent students are not lacking in initiative from the point of view of not only providing an organization but also unusual entertainment.

From there, this movement grew until the year before the war there were 54 institutions that were members of the National Independent Students' Association. Now, I might say by way of parentheses, it is much more difficult to organize an independent organization on a small campus than it is on a big campus. So that for this reason, probably, most of the institutions that belonged before the war, of these 54 were large institutions. Practically all the state universities in the country were members at that time.

Then came the war. You know what happened. And now, under "Lefty's" excellent guidance and leadership, the organization is building back rapidly. It is a strange organization because there is no paid secretary. The dues are exceedingly small, just enough in order to provide the postage and paper on which the letters are written. Ridiculous, was it?—\$3.00 a year for an organization! Think of that, as against some of the money that goes off your campuses to some of the organizations that in my estimation are little more than rackets, because what do you get back except the cancelled check when it returns? But here is an organization that actually seeks to build morale on the campus where it is located.

Now, by way of conclusion, let me pick up one word that "Lefty" used in his remarks. I thought, in the 1930's, and I still think, that the independent man and the independent woman is too often on our campuses the forgotten man or the forgotten woman; and part of the reason for that fact is that the deans of men, the deans of students, and the deans of women, have not, in my humble judgment, done their part in providing a program for these students. You know and I know how much of your time goes into the very effective and important work with the fraternities. It is all well and good. I don't begrudge that on my campus for a moment. But it seems to me that in all justice, at least an equal amount of time ought to be granted from the dean of students' office to the work of organizing and assisting the program of independent students, particularly when on most of your campuses these students are in the majority, so far as population goes.

If, on your campus, the independent students at the present moment seem to be getting along pretty well, sort of laissez faire existence, not any particular type of program up for them, with an intramural program that they can join if they want to, providing they have initiative on their own hook, you say, "This is enough." If there is an all-school program, maybe so. But wait until the depression

comes along as we had in the '30's, and then see if students will go off your campus maladjusted and even bitter in their attitude towards the institution, since they know nothing has been done particularly on the part of the institution for a planned program for them. If that is likely to be the case in the future, then I ask why not begin now to think seriously on your campus concerning the problem of the independent man and the independent woman.

The first day of our meeting, Don Gardner gave us a most excellent paper in which he dealt with the whole student. Now, if we really mean business in terms of that educational philosophy, if we really mean what we are talking about when we say we will go the whole distance in developing the whole student, what about the independent man and woman, if on your campus they are the forgotten man and forgotten woman? We are not really then doing more than mouthing words if we say we do intend to do something for the whole student when more than half of your student body are only receiving a cursory attention from the point of view of their extra-curricular or out-of-class experience.

And finally, just a practical proposal. If it is possible for you in your office budget to provide a certain amount of money for proper attention to the fraternities, isn't it possible for you to get from your president an equal sum of money that can be invested in these independent men and women? I say it for two reasons, for the money, that is one, but the second particularly: You cannot count on the students themselves to provide year in and year out the continuity of leadership that work of this kind demands. You wouldn't expect it in the fraternity world; why expect it in the independent world?

Therefore, it seems to me that the responsibility lies squarely upon your shoulders to get enough money from your president or from the budget so that the independent students on your campus can have the continuity of leadership which they deserve.

MR. MARTIN: At this time, in order to hear how the independent students work on the campus, we have Miss Pauline Donnell, an officer of the Independent Students at S. M. U., who will talk briefly at this time.

MISS PAULINE DONNELL: Perhaps you are wondering why a girl was chosen to talk to an Association who are advisers to men. In all fairness to S. M. U., let me say that the Independent Students' Association here is co-educational. That may be a problem or an advantage, depending on your viewpoint. We do, however, have some serious problems at S. M. U.

One that we feel is unique is that S. M. U. is a city school, and it is hard to get the members to come all the way across town to go to our meetings. And, of course, if they don't go to our meetings, they can't affiliate with I. S. A.

Then, too, S. M. U. has had a very large enrollment in comparison to its pre-war enrollment figures, and that means that there is not an adequate place for us to meet, and we can't have an office.

The only way we have found to solve these problems is to create more unity and interest in the organization. To do this, we have created an independent newspaper. We have the mail box in the post office where we post all our news, and this serves as an office for us. We try to have informal programs and socials. We limit our dues, ask no assessments, so the cost will not be prohibitive. We try to distribute all the work in the organization so that all members will feel that they do have a part.

Of course, membership remains our biggest problem. It is hard to get in touch with people. On our campus, there are at least 4,000 students who are unaffiliated. There doesn't seem to be an easy way to combat this problem, so we are, this week, planning to call each one of these 4,000 independents personally and tell them about I. S. A. Even with using these tactics, the difficulties of building a strong independent organization often seem insurmountable.

The Independent Students' Association at S. M. U. needs all the help the faculty can give to provide social equality for the independent. We are indeed grateful that your Association is taking an active interest in the unaffiliated students. (Applause)

MR. MARTIN: Dean E. E. Stafford, Dean of Men at the University of Illinois, will tell about the independents at that school.

MR. E. E. STAFFORD: The man who should be here, and who would be here except for an unfortunate conflict, is Mr. Darold Shutt, Assistant Dean of Men for Independent Students at the University of Illinois. He is doing a job at the University of Illinois which corresponds with what "Lefty" is doing down in Texas.

We have two organizations for Independent Students at Illinois—the Woman's Group System for women, the Men's Independent Association for men. We also have a very fine group of fraternities and sororities. We take considerable pride in our 56 social fraternities, in our Interfraternity Council, and in our new Board of Fraternity Affairs, a student-faculty alumni board.

We realize, as Dean Gauss pointed out at Ann Arbor last year, and as Mr. Martin has repeated today, "The men who need social experiences most are the men who are less likely to get into a fraternity." Although there are 56 fraternities on our campus, they represent only 20 per cent of the male enrollment. The Men's Independent Association attempts to provide a modest program for the other 80 per cent.

There is no need to spend a great deal of time on the history of our Men's Independent organization. During the 20 years prior to World War II, to my knowledge, we had some organization of Independent men at Illinois. The strength of the organization varied with the years. During the war the organization disappeared entirely, and immediately following the war there was a great demand for revival of the Independent organization. It was in answer to that demand that we were able to get in our budget an appropriation for an Assistant Dean of Men for Independent Students.

The objects of the Independent Association, as stated in their constitution, are (1) Promoting and maintaining better living conditions. (2) Developing fellowship among all men students. (3) Providing means of participation in extra-curricular activities. (4) Promoting active cooperation with other organizations on the campus.

How effective is this organization right now? Mr. Shutt told me just before I left Urbana that he now has 70 Men's Independent houses organized, with a total membership of 4,000 independent men, and that he has several additional houses who are seeking recognition. The Men's Independent Association Council, composed of the representatives of these 70 organized houses, holds weekly meetings. The subjects discussed at these meetings—I have attended several—are wide in scope. They range from problems concerning housing to problems concerning intra-mural athletics. The Association also has a social program, but not one which overburdens an already crowded calendar.

We have had two problems that have always stood out in our Independent organization. First, a lack of continuity. We have attempted to overcome this by the appointment of a faculty board of six members. The second problems concerns finances. We have always had a problem of financing our Independent organization. Many Independent men do not join fraternities because they either do not have money for that purpose, or they will not spend money for membership in an organization.

We have no solution to the problem of financing. I will say this: that the Independent organization has appealed to the University Senate Committee on Student Affairs for financial help, on the theory that the organization is a good thing from the standpoint of the University, and since it is a good thing, it should be supported by the University.

There is one final question I know you would like me to answer, and that is, how do the two groups work together? Is there harmony between the Independent students and the fraternities? I would say that the relationship between the Independent organization and the fraternities has been excellent. Numerous projects have been sponsored jointly. The faculty-student smoker was recently held, in which the fraternity and Independent leaders met with the teaching and administrative staff.

Various social events have been given jointly by the two groups. In our recent class elections, the student political parties were of the coalition type. Both parties had in them fraternity and independent men. So there was no clear-cut contest between fraternity and independent men.

Let me say finally, that the University Senate Committee on Student Affairs is interested in our two fine independent organizations, and that a good start has been made toward the revival of the Men's Independent organization; and that we believe that such an organization makes available to many men an opportunity to participate in University activities that they would not otherwise have. (Applause)

CHAIRMAN NOWOTNY: In your hand you have material which I hope you will take home with you and read—newspapers; the best in the National organization is, probably, the *Purdue Independent*; inexpensive sheets such as *Kansas* and *Drury*, *Washington State*, and so on; and then a summary about the history of this organization.

I want to say frankly that if it degenerates into a political organization, it is a dead duck. At Austin, 200 delegates to the National Independent Convention in 1940 were housed at fraternity or sorority houses at no expense. If it can't be used to build a finer atmosphere on your campus, then don't use it. There is nothing anti-Greek about this thing, but merely a feeling that you have got to give students something to do, or they will do something that you don't like.

Every one of these people have some leisure time. I am talking about these country boys from Texas, who come from every one of the counties of our State, who never heard of fraternities. Maybe they are the first ones who ever came to the University of Texas. Some are practically barefooted and unshaved and unkempt. Then there are the sophisticated boys from Dallas and Houston, and they are in these little districts, these little rooming houses. They argue and quarrel and debate, and both of them gain something which we call poise and culture, and both have their horizons broadened.

I honestly believe this thing is worth while. If you don't think so, why don't you go to the 1948 National Convention at Ames, Iowa, next month and find out for yourself? They have a wonderful system up there, the ward system, one of the finest in America, and you can see with your own eyes what it is like.

I think that this is an opportunity to develop the whole personality of all these boys who are scattered in attics and basements all over the big cities, such as Minneapolis, Dallas, and Columbus, and it gives these boys a chance for recognition, a chance to make friends, and a chance to feel that they belong to your university. Thank you. (Applause)

. . . President Cloyd resumed the Chair . . .

PRESIDENT CLOYD: I am sure we all appreciate the fine work that has been done on this program, and we must rush along to the last section of it.

The next item on the program is the National Student Association. Dean Tom King of Michigan State College, Dean Paul Trump of the University of Wisconsin, and Director Dean Newhouse of the University of Washington.

CHAIRMAN KING: This matter of the National Student Association is something that has been of great interest to most of us. I was fortunate in having the opportunity of sitting with this group that met in Madison, Wisconsin last September. Frankly, I went there just a little skeptical as to what the group could do and what would be accomplished. It convinced me that we could be entirely confident in their ability to do the things that they were thinking

about. I was amazed at some of the things that they were able to accomplish, because many of their issues were rather controversial.

The National Student Association, I am quite sure, was organized in America for the purpose of affiliating with the International Union of Students. They had some groups at Wisconsin intent on seeing that this happened immediately, but with credit to the groups that were there, they were not successful. They were not, perhaps, too definite as to what they were going to do about the International Union of Students. But apparently that question at the present time has been answered for them. In the meantime, this group has faced a great number of questions, some of which they have been able to answer, some that they have not. There have been many questions, I imagine, on all campuses that most of us would like to have answered, and we are still interested in getting the answer to it.

We are fortunate in having with us this afternoon Bill Welch, who is President of the National Student Association. It would be a good way to start the meeting if we let Bill have about ten minutes to tell us some of the problems that the Association has faced, some of the answers that they have been able to get, and perhaps some that they have not arrived at as yet, and just what the situation is at present of the International Student Association.

We should give the National Student Association credit, and a great deal of credit, for having come quite a long way in the year and a half that they have been in existence. They have overcome some problems that I think most of us felt, at the beginning, they would not be able to overcome at all. The Association is connected directly with and must be built on student government. Perhaps Bill Welch can give us now some of the plans that the organization has. I am glad to present to you Bill Welch, President of the National Student Association. (Applause)

MR. BILL WELCH: Needless to say, now that we have heard from the fraternities and independent students, it wouldn't be right for me to get up here and say I have the answer, because I don't.

As Dean King said, we have based ourselves entirely upon the student government or the student council on a campus. That was quite a fight at our last convention because there was a move under way not only to work directly with student governments, but also to have representatives from the whole gauntlet of national student organizations in this country. But after a heated debate, it was decided to work directly with the student government on each campus.

We have thrown our lot in with student governments, and I don't think I need to tell you that sometimes it is a pretty shaky organization. Our problems are the problems of the student government on your campus. Only delegates from your student government, elected by them, or by your whole student body, can come to the congresses which are held in the summer, and we send all our programs and materials to your student government.

At the convention there were about 361 colleges, representing a

little over half the student population in the United States. There were about 750 delegates there who left the convention very enthusiastic and quite convinced that this was an existing organization, that no problems were to be faced—all they had to do was go back home and show their campus what they had done, and everybody would fall right in behind them.

That wasn't quite the situation. Approximately 120 of those 361 colleges have affiliated with N. S. A. They have taken the constitution, in some cases they have held campus-wide referendums. In other cases they have voted by membership of their student government to affiliate. But the biggest question is—what can N. S. A. do for student government, and what can the student government in return do for the students on its campus?

We have divided our activity into two general fields—that of international student activities, and national student activities. We were confronted with a great list of problems at the convention. These are the student problems of the United States—educational opportunities, discrimination, better student exchange. There was a list of 50 different things they wanted the five officers to work on. Our first job was to cut them down to two or three we felt could be accomplished this year. Here is just a very brief summary of what has been done.

In the international field, we have been given a seat on the National Commission for UNESCO, as one of the two youth organizations represented on the National Commission. As yet, we haven't been able to draw out of the UNESCO Commission any definite programs which can be carried down to the campus. We hoped at the last meeting that some rather definite things would have come out. That is unfortunate, and we are trying to develop some ideas which may be presented to the next UNESCO Commission.

Our biggest and only relief work has been done through the World Student Service Fund. We have suggested to the student governments that they whole-heartedly support the various drives of the W. S. S. F. on their campuses.

Our major effort has been in the field of student travel, work projects, and exchange. We have put out a booklet called "Study, Travel, and Work Opportunities Abroad for Next Summer." In an issue of the N. S. A. News there is a supplement to that booklet, bringing it up to date.

It looks as though at the present time that through the efforts of N. S. A., and the International Institute of Education, and various other interested groups, there will be made available two student ships next summer to carry students and professors abroad. We have sent this material down to the student governments so they can give this to their students and let them know what opportunities are available for them next summer. It looks as though now there will also be two Dutch ships available sailing out of Montreal. So there will be four ships devoted entirely to carrying professors and students abroad.

Several of the N. S. A. schools have been working on special seminar projects in this country and abroad next summer. M. I. T., N. S. A. group is planning to have 80 students come from Germany to study there next summer, and Washington University in St. Louis, and Chicago University, and several others are planning a seminar in Denmark, working through N. S. A. and W. S. S. F., through the National Institute on Education.

The more direct things that bring it down to a greater number of students, however, are the activities in the national field. There we realize our basic problem was with the student government itself. If they are effective on the campus, carry out good programs, serve the students as they should, and represent them, then N. S. A. is going along fine. If not, then we have a problem.

We have put out a booklet called "Student Government and Leadership in Higher Education" which gives some ideas to start with on what perhaps is wrong with the leadership in student government on the campus. Along with that went a bulletin on how to hold student government clinics, either within a region or three or four schools collaborating to analyze the problems within the student government.

One of the biggest services that has come out of N. S. A. so far this year is the exchange of information between one student government and another. We found that in past years, some student governments would have a problem, so they would appoint a committee to survey all the colleges. By the time they had gotten that survey back in, the year was mostly over, so it was filed away and nothing was done about it. So we have been collecting special projects that have been done at each school and duplicating them and sending them out to the student governments.

For example, at the University of Washington, they did an excellent job in preparing a brochure on their campus Community Chest organization, which has been sent to all those who asked for it. At Bowdoin I know they have worked out a plan for the fraternities, giving the room and board to a foreign student, the administration gives them free tuition, and then all their problem of getting a foreign student over here is the travel problem, which sometimes can be solved by scholarship grants for travel under certain bills. But they worked it on the basis and called it the Bowdoin Plan, mimeographed it and it was sent out to other student governments as a suggestion.

I know down at Georgia Tech last fall, they did a survey on seating in football stadiums. That is a ticklish problem everywhere, and they are now compiling that information and plans, and we hope to distribute it to the student governments.

We hope this way, by one student government working on one plan, doing a good job on it, knowing it is going to be published nationally, they won't spread their efforts too thin. They know they will get plans that have been worked out in all other parts of the country coming to them, and they can concentrate on the one field.

I think most of the important part of this will come out in the

discussion. I am primarily interested in what is N. S. A.'s problem on your campus, what the effect has been; and although I am here to give information to you, I would be more interested in having the information flow the other way. Thank you very much. (Applause)

CHAIRMAN KING: Thank you, Bill. I think a very significant point has been brought out, that is the most important thing in this matter of student government. The question is posed on all campuses, and perhaps is interpreted a little differently on all campuses. I would like to find out what student government means on the campus to you people, and in what fields student government can actually work.

MR. J. J. SOMERVILLE (Ohio Wesleyan University): We have just gone through a process of rebuilding the constitution, basing it upon the fact as to whether a democratic student council or a functional student council was best. Up to the present time, we have had what has been termed a functional student council—representatives from those functional groups on the campuses, such as Interfraternity Council, Pan-Hell, Y. M., and Y. W. Now there is a democratic process in the election of members of the student council.

CHAIRMAN KING: I would like to pose another question that has come up frequently on our campus, and I presume this has been on all of your campuses. What is the need of the N. S. A., or what can the N. S. A. do for the student groups on campuses in the United States? Does anyone care to discuss that?

MR. MINER: (Miami University): I wanted to answer your question. That question was asked by several of our representatives at the various meetings that we had—what will the N. S. A. do on our campus that we can't do at the present time? One answer which was made by the students proposing the N. S. A. was if the student government can't get what it wants, it has the pressure of all these other university student bodies behind it to make the university do what the student body wants to do. That was a little bit disturbing to some people.

CHAIRMAN KING: The answer that Mr. Miner gave was that N. S. A. was a pressure group that would put the backing of all the student bodies against the faculty or against any particular campus where the student government groups did not get what they thought they should get. Now I would like to hear from Dean Baker.

MR. EVERETT M. BAKER (Mass. Inst. Technology): I think there are two things that not N. S. A., but perhaps our own student governments, stimulated by their interlocking relationship with students of other colleges, can do. One instance, which has been referred to, the project of those students who are the sub-committee of our Institute Committee, which is the student governing body in charge of inter-collegiate or national student association relations, in the project of bringing 18 foreign graduate students to the Institute next summer. They have done a superb job so far. I think the boys in charge

of that are learning more about citizenship in the world than they are getting out of all their courses put together. But that is my own personal prejudice. If they put it over the way they plan to, a very remarkable job in international relations will have been done at a high level of importance.

The other thing that can be done is exactly what we are doing here. I have been to two of the regional conferences of the students in the New England area, talking about their problems of student activities, student stimulus of responsibility at the student's level, organization of student activities, the re-writing of constitutions—all of the problems—sharing with each other, from campus to campus, information for the stimulus and improvement of their own activity—just exactly what we are doing here for ourselves at our level.

CHAIRMAN KING: Thank you, Dean Baker. To get back to the question as posed by Mr. Miner, I think I will ask Bill Welch to answer that question.

MR. WELCH: I would like to answer it by posing a question. Has there been any instance—I don't know of any, as yet—by which the N. S. A. has forced a local chapter or forced their hand on a local level in supporting them on any particular issue? It is a voluntary Association. It is not a union of students. Any college that joins can get out as fast as they want to.

I would say that it is certainly the present thinking, my own thinking and the thinking of the national officers and Executive Committee, that it is not a pressure group which would force the hands of the administration at any school because a million students were behind it.

Certainly there is a danger of any organization becoming that. But that is a danger which can only be overcome by building it strongly and basing it on democratic principles, being sure the delegates who come are representative of their colleges.

If that is the situation at a college, N. S. A. certainly is working in the other direction. We feel in all our material, we have encouraged a consideration with the faculty and administration on any project that should be undertaken.

I would like to know if there has been any instance in which N. S. A. has been used to force the hands of any faculty group or administrators.

MR. W. NED WOOD (N. C. State College): Is it not implied in the organization by-laws that that is true?

MR. WELCH: The only one instance in the organizational by-laws which I can think of that might be down that line is in the Student Bill of Rights, and if you read that carefully, it says that no investigation or so on will be imposed on the campus unless it is requested either by the student government, by the faculty, or by a student petition. We, under no instances, go into a campus and investigate a situation.

SECRETARY TURNER: I have a question, Tom. Our Student Senate has participated to date in this program, and expects to continue to participate, except that they have reached the stage where the student Senate Treasury is just about exhausted. Three-quarters of the funds from the Senate's treasury have gone into the N. S. A. for travel expenses and for a regional convention, and now the dues are coming up. I know that that wasn't all contemplated at the outset. So I think something ought to be said about this whole question of financing the N. S. A.

Our Student Senate wants to go ahead, but they didn't budget for these charges, and they don't quite see where the money is coming from to keep going at the present rate of charge.

CHAIRMAN KING: Well, that, I think, is a problem that all campuses face. Would you like to talk about that, Dean Newhouse?

DEAN NEWHOUSE (University of Washington): It seems to me there are several pertinent comments that might be made there. First of all, Fred, it seems to me your student government has an extraordinarily small budget on which to operate. Secondly, I think it is very possible that it will require a certain amount of time for the N. S. A. to establish the fact that it can make what it does for the local campus, a sound investment.

I am personally very much impressed with this pamphlet—"Student Leadership and Government in Higher Education." I would make the statement that I believe that if at the University of Washington, we were to organize to make proper use of the subject matter of this pamphlet, that in itself would repay us sufficiently to compensate for the \$400-odd dollars that membership in the N. S. A. is costing our student government. It does seem to me that if N. S. A. is going to operate to give us material such as this to work on, along with its various other things, that we can place an extremely high value upon it.

In the meantime, I think there is a crucial problem, and I don't quite see how N. S. A. is going to meet it.

SECRETARY TURNER: Dean, let me answer your question. It is right, our student government doesn't have a big treasury. They haven't needed it. To date, they have spent about \$2,200 this year, and the assessment of N. S. A. dues is around \$1,500 for our campus. They had no idea they were going to get soaked such a sum.

MR. WELCH: That is the largest amount of money I have ever heard any student government assessed. The dues are \$369.00 for Illinois, and where the other \$1200 is going, I don't know. I think the regional dues are around \$25.00 or \$30.00 in Illinois.

SECRETARY TURNER: That's the figure they reported.

MR. WELCH: A large amount of that is traveling for the delegates. I would be interested in knowing where the \$1500 is going. The dues range from \$25.00 to \$369.00, depending upon the size of

the school, plus traveling expenses for delegates that they send. Now, certainly some schools a long distance away from the convention couldn't afford to send a maximum number of delegates.

MR. NEIL D. WARREN (University of Southern California): The estimate of the regional representative from Southern California is that it will cost the student body of Southern California at least \$3,000 a year for membership, counting all traveling expenses.

CHAIRMAN KING: Do you know what that is predicated on?

MR. WARREN: Full representation and regional activity, regional dues which are \$150.00.

CHAIRMAN KING: Of course that is the problem with all student activities and most college activities. I presume the answer to it is whether or not the student group, the national organization of the N. S. A. will be able to do enough for the student body to justify such an expenditure.

MR. NOWOTNY: I haven't read this amazing document that Newhouse has praised. I am going to read it and see if it is worth \$369.00 to my students. They voted 2500 to 1700 not to affiliate, and I think Fred Turner's question strikes at the essence of it.

I went to a meeting of my independent group and heard both sides. Most of our big wheels were for it—some way down in the grass roots. There were uprisings somewhere, and I don't know where the votes came from. One boy was passing out pamphlets and said, "Vote 'no' until you know what it is all about."

Jim Findlay gave you an answer. N. I. S. A. has a budget of \$150.00 to run a national organization. That is twice as much as we have to pay to join Bill Welch's gang. There always will be a national students' association, but we are not always going to have as fine and mature a leader as Bill Welch. These men are more mature. I am worried about the continuity. We have talked here about having an increasing number of student-faculty committees. I am personally sold on that form of student government. I wish they would hold out the olive branch to the faculty and ask a few of us to join on their National Board, not to dictate their organization, but to give it continuity, and to give it a little bit of help, where they can room in our building and staff in our building, and not be quite so expensive. But I think until you boys get down to earth and get this thing down to a little change that I can think of in terms of chicken feed, and not have a bunch of 10 or 12 people on the payroll full-time, these old boys from the deep South just ain't going to join. (Laughter)

MR. WELCH: I don't think anyone more than I realizes the shortcomings in this organization, because I have been President. First, to answer one of your questions, we do have a national faculty advisory board. I don't know whether you know about it. There are nine places. They hold a rotating position for three years. You might be interested to know who is on it. There is Miss Helen White,

a United States delegate to UNESCO, from the University of Wisconsin; Dr. Homer Rainey, from Stevens College; Dr. Flenn, the President of St. Thomas College, and also the Vice-President of the American Association of Colleges; Lawrence Duggan, the Director of the International Institute of Education; Dean Newhouse at Washington; Monroe Deutch, the Provost at the University of California. Those are the type of people on our National Advisory Council. I don't have the list right here. And we hope they will lend coherence to the organization.

Now, the matter of finances is a difficult one. I would like to give you some figures. The budget for this year was based on the fact that 361 colleges would affiliate. That, of course, was obviously not going to be. But the budget for this year is \$35,000 on the basis of that. Actually what we have been running on, the first year, since September—and this is what any future allocation will be based on—has been about a thousand dollars a month. That means we have bought all our office equipment, our mimeograph machines, our typewriters, everything that goes in a full office establishment, on about a thousand dollars a month. That is a little under one-third of what we had hoped to get.

Now, there is no question about the fact that the schools that came into the organization first, had to be the leaders and had to carry the ball. It is lucky there were some schools in the United States that could do that, because if it couldn't have been that way, you would have had an organization, led by a minority of students in this country who would have represented the students in the United States and abroad, as a very leftist, reactionary group. Are you from the University of Texas?

MR. NOWOTNY: Yes.

MR. WELCH: I know down in the University of Texas, from the Daily Texan, that the one thing I believe that defeated us down there was that this was a communist organization, they thought, and "Let's keep our hands off."

Well, I don't like to go back and say, "But you can get a clearance on us any day," and I mean the whole organization, right now, from anybody you want in Washington, from the United States Office of Education, the State Department or the F. B. I. And also, the organization will only stay in the hands of American students as long as there are colleges that are willing to send delegates who are representative, and who are willing to take a risk a little bit the first year, and put some extra money into it.

We don't contemplate that next year the dues will be this high. It has taken a lot of money to organize and travel, and a lot of other things. We had to set them high to see that the American students were not represented by a small minority leftist group, and you know who I mean. These colleges put up the risk and put up the money and they said, "We will hold the reins until the rest of them can see the light." (Applause)

CHAIRMAN KING: The question that has to be decided is whether or not this group will be able to be of enough assistance to warrant whatever the expenditure may be; I would like to make a statement here in support of Bill Welch, relative to the type of individual that was at Wisconsin.

I saw those groups there from the first day. It was very easy to distinguish them. If I ever saw a bunch of folks take a licking, I saw it at Wisconsin. They were not able to gain any point at any time; and I feel very sure—in support of Welch to this extent—that if the same type of student remains in office in the National Student Association, we need never have any worry about what is going to happen to the group.

I think they must and do realize that the moment they weaken, however, and anything does happen, that we don't have that type of leadership, the organization from that moment on, is in trouble.

There is one phase of this we have not talked about yet, and I am wondering if there is not perhaps some way in which this organization, if it came into being and properly financed and was able to do those things, would be of some help to such offices as you folks represent here. I would like to ask Paul Trump if he would like to talk about that.

MR. PAUL TRUMP (University of Wisconsin): Thanks, Tom. I am not posing as an authority on N. S. A., nor defending N. S. A. I truly can't represent N. S. A. I merely want to state what are a few of my own personal reactions and judgments, as I judge the purpose of this meeting today; that is, to give each of you an opportunity to do that sort of thing.

This is a new venture, following the war, which may prove very significant in student democratic life on our campuses. It seems to me that the fundamental problem has already been posed; that is, to what extent can N. S. A. actually help us and our student organizations develop an effective, desirable type of student government on our campuses, based on a policy which is consistent with the true purpose of student government.

On my campus, the thing I am going to look toward N. S. A. for is help in forming the desirable direction in which our student government should go, help in education of our students in their proper role in student government, help in clarification of the purposes of student government.

I attended a meeting of this group last year, a session, in which we discussed some of the problems of student government on our campus, and it was my impression that we were far from being in agreement, that we were far from being able to state what we felt was the area of jurisdiction or the true purpose of student government on our campuses.

Now, I submit that there cannot be an answer which will be at all detailed, and at the same time applicable to each of our campuses.

We have as many types of student governments as we have institutions, just as we have as many types of personnel organizations as we have institutions. But I refer to this booklet again. If the basic philosophy of that booklet could become the basic philosophy of our campus with respect to student government, with respect to the training of student leadership, with respect to the meaning of true student leadership, then I would consider that I would agree with Dean Newhouse, that our expenses had been amply returned in value.

Now, I don't know how effective N. S. A. can be in exerting this kind of leadership. I am not sure to what extent the purposes of N. S. A. will be directed in that direction continually. It is my conviction that under its present leadership, they are sincere in this position, that that is their first responsibility, that they must build soundly and fundamentally on strong student governments, with representation from those student governments to the Congress and to the regional organizations, that it must consist of truly representative students. I think N. S. A. could very well stand or fall on the basis of the support or the opposition of people such as we.

I think N. S. A. recognizes the importance in student government of something other than the labor union type of emphasis, and has indicated a desire that this group be informed as to its program.

It certainly does not speak well for the future of student government on a campus if there exists an attitude that students must be protected from something, and student government organizes itself to form that protection. There is, I think, a strong possibility in student government, if there can evolve out of it a philosophy of a university community consisting of faculty, administration and students, interested in common ends of student welfare, and working together to develop the activity program, the experience in group living which, under the direction of the leaders, both student and administration and faculty, can be a profitable experience.

Now, I interpret N. S. A.'s purposes to be that. With your support, I think it would be possible that N. S. A. would develop strongly in that direction. It depends, I think, basically, on the extent to which it remains representative. It will remain representative of the students in the country so long as student groups back it. Student groups will back it if they can be convinced that it will do something for them. And the big thing I think that it can do for them, is to help them clarify their own thinking, and help us help them clarify their own thinking on the true purposes, areas of jurisdiction, desirable powers and responsibilities of student government.

Now, if you start with that as a sound basis, then the representation of American students to other groups, to our National Congress, to university administrations, to other national organizations, will come, I think, as an outgrowth, and its effectiveness will depend upon the extent to which the group is fundamentally based on American students and represents American students.

I see there a possibility that there might be pressure tactics in some instances, but if the group is soundly based, it might be a good idea occasionally, on some issues, for pressure tactics to be utilized.

CHAIRMAN KING: Thank you, Paul.

MR. EPPLEY: I would like to ask one question. Our students went to the regional meetings, and were very much impressed by the meeting in Wisconsin, but found that most of the schools were represented by graduate students or students from Schools of Medicine. But on our campus, we have the undergraduate school, and professional schools are separated. They questioned whether they wanted to get into an organization that was going to be controlled in the future by graduate professional students. I was wondering whether this was supposed to be an undergraduate group, or include all of them.

CHAIRMAN KING: I think I can answer that. The group will primarily be undergraduate, and in my thinking it will be stronger if it remains entirely undergraduate. However, there will be graduate students, the way it is set up at the present time. On most campuses there is a distinction between your graduate students and the undergraduate students, and the N. S. A. can serve the best purposes of the student body if it is an undergraduate group.

MR. LLOYD: It seems to me that when we get into this area of student activity and student action, we may be at the heart of one of the significant developments of the post-war period. I think this session today, and this clearance, has been helpful to a good many of us.

I should like to see each year, the invitation extended to the N. S. A., to present what they feel are pertinent facts to this body, and in turn, there may be something of a representation of this group to them, on their invitation, providing it seems a wise interchange, on purely an informal basis, rather than any attempt at coordination otherwise.

MR. WELCH: I think that is an excellent suggestion. I might say that next summer there will be invitations sent out to all professional organizational groups like this, to have observers at our Congress.

You might be interested to know what we are planning for our summer Congress. The last convention, which lasted eight days, was a hectic organizational one. We are planning to set up approximately eight workshop groups. To each workshop group there will be called in possibly two professional resource men, two student leaders, and these workshop groups will cover certain areas. When these are known in about three weeks, they will be sent to the student governments, so that any delegate being sent by his student government, can be assigned to a special workshop group that is of interest to that student government. He can do background work

on his campus before he comes, getting information, finding out what has been done in that field, and bring that to the Congress. He can then sit down with students from other campuses who are interested, and also the professional resource men in that field.

This will cover activities such as these: Student cooperative housing and eating projects, student social activities, planning the programs of student unions, federal aid to higher education, and human relations on the campus.

MR. WATSON: The problem of finance is a major one at Cooper Union and being democratically organized, raising any amount of money of that kind has to go back to the individual student. Your program of international cooperation, and of helping the student council is easy to sell to the higher-ups, but not to the voting majority who have to kick through with the cash. I am wondering if in planning your publicity or in planning your program, you can't think of ways and means where the organization might be helpful directly to the individuals too. That is exactly the stumbling block as we face it on our campus, where recognition is acceptable to the students, but paying the cash is not.

MR. WELCH: We realize that this is the major problem we are being faced with. We attempted to sell it to begin with, not on a selfish aspect that is going to help the individually personally. But when you get down to brass tacks that is usually the way you have to sell anything. So this is the type of thing we are doing to meet that problem, and we are doing it slowly. But we are doing two pilot projects that will probably answer your question. They are both being carried out in the Buffalo area by our Treasurer, Lee Jones, who is at the University of Buffalo, because he couldn't be with us at the National Office this year. One is called the student privilege card plan. Here is the essence of the idea: A certain special identification card is given to the students who participate in the student government, and then those cards are entitled, when presented in the stores, in the movies or what have you within that metropolitan area, to a 10 percent discount. That will be available to the students who are members of the participating association or college participating in it.

We are selling it on the basis that businessmen and so on, want to help students with their education financially. It is not on the basis of, "Well, I am a student and I deserve this." But there is a great deal of economic discrimination among students and so on, where businessmen can help them by giving certain discounts.

Another program I will touch on briefly, is a project for booking dance bands, because year after year, fraternities and everybody else are getting skinned by various dance bands and so forth. So there is a project in which we would set up within a region, a chain of ten or twelve participating schools booking a name band, giving a discount, knowing ahead of time that this tour was arranged for them.

CHAIRMAN KING: Those are a couple of things that might be controversial. I am sorry we don't have time to talk about those because our time is almost up. And now, Dean Newhouse.

MR. NEWHOUSE (University of Washington): First of all, "Shorty," I think every man in the room, including me, shares your attitude of a desire to know what this organization is doing. I don't think there is much question that we all see that at least part of the objectives of the N. S. A., are exactly the objectives that we had professionally in our work. And I faced quite a tough problem a few weeks back when I was invited to serve on this Advisory Council, in deciding whether I could afford to be associated with a group about which I could have so little knowledge. It seemed to me that actually my decision was not whether I could support N. S. A. itself, but rather, what was my attitude toward student government. I think the most important thing done last summer was the elimination of these other national student organizations, which seems to make pretty certain, I think, the fact that N. S. A. will always be what our representatives of our student governing bodies want it to be.

Mr. Watson's point on finance is there. It occurs to me that there isn't probably one school in one hundred that could go and raise \$1500 or \$500 on an assessment, to participate in N. S. A. by vote of the students—a new, compulsory assessment for that purpose. But the reason is not N. S. A. The reason is, of course, that those students don't have that much faith or belief or confidence in their own student governments on their own campuses; and if that amount of money were voted by a student body, I would guess immediately, that there was a very effective, efficient student government on that campus that they had a whole lot of faith in.

Unquestionably, this is going to be an unsupervised experiment, by students, the best students whom we can muster as representatives to the organization, and I do believe, the best students in the minds of our student governing bodies. They might not be the ones we would pick. I suspect their choice will be a lot better.

Therefore, I think it is an estimate of student government, and if they are going to keep with certain objectives that they have, I am personally willing to stick my neck out a mile.

Let me read you two sentences. This is on page 15, at the bottom of this pamphlet on "Student Leadership and Government in Higher Education."

"The long range purpose of student government is almost self-evident. It is to provide students with a practical education in democratic self-government. It is in effect an insurance policy for a nation that prides itself in the capacity of its people to govern themselves. It trains leaders for responsibility in a manner that no course in political science or philosophy can ever hope to; and for those who are not leaders it presents training which is essential to the perpetuation of the system under which we live."

Now, Bill, I haven't had a chance as a member of the Advisory Committee, to give this advice as yet. I will give it every time I get a chance, and even gratuitously, as right now. We are a group that is to be reckoned with. We have a lot to do with, a lot of support to give, to student government. Don't overlook any opportunity to keep us as well informed, to let us know as much as possible about what N. S. A. is. And here is a practical suggestion: Let us be on the mailing list for this material, instead of having our student body President let the material die on his desk and we never know anything about it. If we know, we will use fairly good judgment, by and large, and I think you will find that we can give a lot of support.

CHAIRMAN KING: Thank you, Dean. I am sorry we don't have more time for discussion. I think it is a big problem. It is one we all have to face and must give some attention to.

PRESIDENT CLOYD: Dean King, we want to thank you for this fine presentation—you and your associates.

We come now to a most important item on this program, a special order of business, which is the report of the Committee on Nominations and Place, and I am going to ask Nabob "Scotty" Goodnight to make his report at this time.

MR. GOODNIGHT: Your Committee places in nomination for the office of President of this Association for the coming year, the name of Dean J. H. "Foots" Newman of the University of Virginia; and for the Vice-Presidency, Dean Blair Knapp of Temple University; and for Secretary-Treasurer, Dean Fred H. Turner of the University of Illinois. I move the adoption of the slate.

. . . The motion was duly seconded. . . .

PRESIDENT CLOYD: You have heard the report of the Committee. Are there further nominations? Question has been called for. As many as favor the adoption of the report let it be known by saying, "aye"; opposed, "no." The "ayes" have it. Will the Sergeant-at-Arms, "Shorty" Nowotny, please escort to the stage the duly elected President.

. . . Applause, as President-Elect Newman was escorted to the rostrum . . .

PRESIDENT-ELECT NEWMAN: Gentlemen, I think we are all tired, and I think it is time to adjourn, but I will say, thank you very much. I will do my best not to disappoint you too much.

I can't explain this. I don't know whether it is a desire on the part of the members of the Committee to return to a certain amount of dignity, after having Nowotny and Cloyd, or whether it is the veterans' group that is making itself heard or what, but anyway, we will do the best we can.

Thank you very much. (Applause)

MR. GOODNIGHT: The remainder of our report is as follows: Acknowledging with gratitude the receipt of courteous invitations from Akron, Ohio, from Mississippi, and from Williamsburg, Virginia, your Committee recommends that we return to the central location for next year, and has voted to recommend to you the Hotel Moraine, Highland Park, Illinois, 35 miles north of Chicago on the lake shore for the place of the meeting for 1949.

PRESIDENT CLOYD: You have heard the report of the Committee as to place. Do I hear a motion with respect to it?

MR. R. MALCOLM GUESS (University of Mississippi): I so move.

. . . The motion was duly seconded . . .

PRESIDENT CLOYD: The motion is that we accept the report of the Committee. Are you ready for a vote? As many as favor the adoption of this report, let it be known by saying "aye"; opposed, "no." The motion is carried.

Is there any action in the report as to time of the next meeting?

MR. GOODNIGHT: That is left to the Executive Committee.

PRESIDENT CLOYD: Now, will the Sergeant-at-Arms bring the Vice-President to the stand.

. . . Applause as Vice-President-Elect Knapp was escorted to the rostrum . . .

VICE-PRESIDENT-ELECT KNAPP: Thank you very much, gentlemen. I shall do my best to help "Foots" Newman in any way he wants me to help him.

Thank you. (Applause)

PRESIDENT CLOYD: We do have three visitors now that I would like to introduce. One is Sid North of Alph Phi Omega, one is Ray Glos of Phi Eta Sigma, and the other is Larry Lange, whom many of you know. We would like for these men to come to the stage and be recognized. First is Dean Ray Glos of Phi Eta Sigma. (Applause)

MR. RAY E. GLOS (Miami University): Thank you for this recognition of an organization that has quite a lot of work in common with many deans of men. It is always a pleasure to come to these meetings. (Applause)

PRESIDENT CLOYD: The second man is Sid North.

MR. SIDNEY B. NORTH (Alpha Phi Omega, Missouri): Thank you, Mr. President. It is always a pleasure to have the opportunity to attend this convention and to renew the acquaintanceship with many of you that I have a chance to see on your own campuses now and then on visits. Alpha Phi Omega, as you know, is attempting to assist the work that you are doing, and we are glad for the

opportunity to do that in each place where we organize. Thank you.
(Applause)

PRESIDENT CLOYD: And the third is a man who was formerly a member of this organization, and whom many of you know—Larry Lange. Larry, will you come forward to make a little statement.

MR. LARRY LANGE: I have to confess, I asked for this. My work this year, with the Presbyterian Board of National Missions, takes me all around the country. I am getting an impression that the youth of our country are much more concerned about their future. There is one question bothering them—"What am I going to do with my life?" That is my first point: That there is a concern on the part of students today for their future.

My second point is that you fit into that picture. You have a responsibility for informing these youngsters, for directing them, for guiding them into a field that may be their most useful form of service.

The third is simply a list of the specific places where our Board needs personnel. But the same thing applies to all the different church work that is being carried on throughout the world.

You can put this to the student in specific terms, that within the framework of the church, there is an opportunity for life's service that carries with it a challenge that cannot be beaten.

Here is your chance to help, by bringing before these young people one answer to their question, "What am I going to do with my life?" So that perhaps forty or fifty years from now, as we look back, they can answer the question the other way around, "What did I do with my life?" by saying, "I gave it in a life of service, in helping people where they needed help." I will certainly appreciate your help. (Applause)

PRESIDENT CLOYD: All right. We stand adjourned.

. . . The meeting adjourned at four-fifty o'clock . . .

BANQUET SESSION

March 12, 1948

The Annual Banquet, held at the Union Building, Southern Methodist University, convened at eight o'clock P.M., President Cloyd presiding.

PRESIDENT CLOYD: I am happy to give to you now the self-appointed Sergeant-at-Arms of the National Association of Deans and Advisers of Men, that giant Texan, Arno Nowotny.

. . . Applause, as Toastmaster Nowotny assumed the Chair . . .

TOASTMASTER NOWOTNY: I think we men had the privilege of meeting Umphrey Lee yesterday, but I hope the rest of you can

meet both the President and Mrs. Lee tonight. Will you stand up, please? (Applause as they arose)

We want Dean Willis Tate particularly to know some of his other colleagues. Dean Hosford, the Academic Dean here. (Applause) The Business Manager and his wife, Mr. and Mrs. Layton Bailey. (Applause) The Chairman of the Faculty Committee on Student Activities, Dr. Starr, and his wife. (Applause) And then the Dean of Women, a colleague in this work, Dean Spragins. (Applause)

This University were kind enough to invite to this banquet as their guest, the lady who is also President of the National Association of Deans of Women, and she sends a telegram saying that she expected to be here, but is ill with influenza, and says, "Please give my cordial greetings to the group."

The man I have heard about a long time who took this barn, which is what it was, and has made it into a Union Building, directs this famous Mustang Band, and is the Director of the Union, Mr. Frank Malone. (Applause)

I think that the ladies particularly would like to also have me emphasize this. I have heard it not only from the board of control at my house, but several other ladies, that they want to particularly have you all know not only Mr. Tate, but Mrs. Tate, and also Mrs. Zumbrunnen. Where is Mrs. Tate? (Applause) And Mrs. Zumbrunnen? (Applause) That trio has really done a grand job in helping Brother Cloyd run a good show up here, and we are very proud of them.

I think a lot of the women particularly want to meet the President-Elect of this august body, a gentleman from the Old Dominion. "Foots" Newman swears they still have the honor system down in Virginia. We found out that our honor system didn't work. The faculty had the honor and the student the system.

We have a part of the program that is not listed, that is not going to take long, but with apologies to Dr. Cowley, it is a part we do not want to miss. At this time, I would like to call on the President of the Texas Association of Deans and Advisers of Men, Dr. Charles V. Dunham. (Applause)

DR. CHARLES V. DUNHAM: Mr. Chairman, President Lee, Mrs. Lee, Ladies and Gentlemen: On behalf of the Texas Association of Deans and Advisers of Men, I welcome you to the State of Texas.

On this occasion I would like to present to Dean Zumbrunnen a resolution that was passed by the Texas Association of Deans and Advisers of Men, at their annual meeting last November 1. I should like to read it:

"Whereas, Dean Albert C. Zumbrunnen is completing seventy years of active life, and twenty years as Dean of Students at Southern Methodist University, and

"Whereas, He is known as 'The Grand Old Man' of Texas deans, and

"Whereas, He is a former President of this organization, and is at present Vice-President of the National Association of Deans and Advisers of Men, and

"Whereas, his alma mater, Central College of Fayette, Missouri, has bestowed on him the honorary degree of Doctor of Divinity, and

"Whereas, He is a member of the National Board of Alpha Phi Omega, and

"Whereas, He is a Professor of Religion at Southern Methodist University, and

"Whereas, His work in our field of endeavor has served, and will continue to serve, as an example to the younger deans; therefore, be it

"RESOLVED: That we, the Texas Association of Deans and Advisers of Men, recognize him as a real leader, and offer this testimonial in appreciation of his inspiration and achievement."

"The Texas Association of Deans and Advisers of Men, in Convention assembled in Dallas, Texas, this first day of November, 1947.

"C. C. Mason, President

"Charles V. Dunham, Vice President

"W. Mitchell Jones, Secretary-Treasurer"

And now, Dean Zumbrunnen, on behalf of the Texas Association, I take great pleasure in presenting to you this resolution.

. . . The audience arose and applauded . . .

TOASTMASTER NOWOTNY: Now we get into the heart of this thing.

About a year ago tonight, we were at Ann Arbor, and we had a ceremony something like this, right in the back yard of "Uncle Joe" Bursley, Dean at the University of Michigan. President Ruthven was there, and we are of course happy that Dr. Lee has the opportunity of sharing this privilege with us. "Uncle Joe" is going to make a little presentation at this time. Dean Joe Bursley. (Applause)

MR. J. A. BURSLEY: Dr. Lee, Dean Zumbrunnen, and Friends:

Whenever I have been asked to speak, as I have several times while I was acting as Dean of Students, I was always scared to death. But on this occasion when I was asked to take part in this program, I was very glad to accept, because Dean Zumbrunnen has been a friend of mine for twenty years. Twenty years ago this spring, we met at Colorado, and I became acquainted with him there. So I was glad to have this opportunity to take part in this program. But if you will pardon me, I will read the rest of what I have to say:

"We're here to honor Albert,
Who is giving up his job
Of shepherding the students,
Who sometimes formed a mob.

"He began life as a pastor,
But later changed his view
As how best he could serve mankind,
So became Dean at S. M. U.

"He's had his problems plenty—
Is there any dean who hasn't?
If so, let him get on his feet.
You know darn well he dasn't.

"For if he did, he'd waver,
'Cause he'd know that he was lying,
And that no dean can afford to do,
So what's the use in trying.

"When Albert C. Zumbrunnen
A NADAM once became,
He quickly learned the little tricks
Of the good old deaning game.

"And now that he is calling 'quits,'
His friends from far and near
Have undertaken, one and all
To wish him best of cheer.

"And as real proof of their esteem,
These letters they present; (presenting book)
They're full of words right from the heart,
And every one is meant.

"So take and well preserve them;
We hope they'll give you pleasure.
Don't try to grasp them all at once,
Just read them at your leisure.

"There's only one thing left to do—
That is to take your hand
And welcome you to join us in
The good old 'has-beens' band."

... Applause as the presentation was made ...

TOASTMASTER NOWOTNY: Now we come to another man, who has been, like Joe Bursley, a former National President of this Association. About four or five years ago, I spent about three weeks at their camp in northern Wisconsin. He out-hunted, out-fished, out-swam and out-walked me. So I thought it would be appropriate to have Scott Goodnight make a very appropriate presentation at this time. (Applause)

MR. GOODNIGHT: Mr. Toastmaster, President Lee, Ladies and Gentlemen: A little nonsense now and then is relished by the deans of men. So, like my two immediate predecessors, I lapse into doggerel

rhyme, for the consolation of good friend "Zum," and others who have retired, and others who may be pretty close to it.

"In savage tribes where skulls are thick
And primal passions rage,
They have a method sure and quick,
To cure the blight of age.

"For when a native's youth has sped,
And years have sapped his vim,
They simply knock him on the head,
And make an end of him.

"But we in this enlightened age
Are made of finer stuff,
And so we look with righteous rage
On deeds so harsh and rough.

"And when a guy gets old and grey
And weak and short of breath,
We simply take his job away
And let him starve to death. (Laughter and applause)

"And if a son or daughter staid,
Sends dough for bread and butter,
Or if Carnegie grants an aid
To keep him from the gutter;

"Or if he has investments made
For interest when due,
The income tax boys stage a raid
And confiscate that, too. (Laughter)

"So, Brother, if you have been retired,
Don't figure you can win—
Just be resigned that you were fired,
And wear your trousers thin. (Laughter)

"But if you were a Dean of Men,
Privations may be tame,
For you become a Nabob then,
And you can live on fame." (Laughter)

The great Order of the Nabobs was founded last year at Michigan, and the happy duty devolves upon me this evening of inducting two retired gentlemen into our great and noble Order—Dean Zumbrunnen and Dean Floyd Field. Floyd, will you kindly come forward?

Of course, I am very happy to induct a couple of young neophytes like this into our great Order, but such a great blessing cannot be conferred lightly. And it would seem appropriate that we have the gentlemen pass two or three small tests in order to prove their fitness, qualifications for membership in the Nabob organization.

The Nabobs, as was explained to us last year, the letters of the

word NABOB stand for the National Association of Best Old Bulls. (Laughter) And in order to prove their qualifications for this noble Order, first, Zum, will you please bellow like a real Texas bull? (Laughter) (Mr. Zumbrunnen gave a good imitation, and the audience laughed and applauded)

And Field, will you bellow like a Georgia bull? (Laughter, as Mr. Field gave his imitation. Applause)

I submit that they have passed the first test excellently.

Now, that interpretation of NABOB is boloney. The real significance of the letters is this: It is the Nefarious Amalgamation of Bad Old Bullies. (Laughter) And the second test is that I want these gentlemen to avow and admit publicly here that they belong in that category. Are you Bad Old Bullies? (Answers of "Absolutely" by both candidates)

And the third test—and I want you to think this one over carefully before you assent, when you consider the very bad reputations of those who are already in this Order, firstly Gauss, Lobdell, not to mention your present tormentor—are you willing to amalgamate? (Answers of "I am" from the candidates)

Gentlemen, I am happy to inform you that all has come up aright, that you have successfully passed the test, and I declare you fit for membership in the Noble Order of NABOB, and proceed to give you the grip, the password, and the insignia.

The grip is formed by closing the fist, protruding the first and little fingers (they gave the grip), emblematic of bulls locking horns. (Laughter and applause) The password is the word "Bull." It is to be used only at meetings of NADAM. When some young squirt gets a magnified or glorified idea of his own importance, then you are to arise in your place and shout the password. (Laughter)

And finally, the insignia, which bears a startling resemblance to the dried skull of a Texas longhorn, is to be worn and treasured with care, and is to be worn at every meeting of the NADAM hereafter, as long as you both shall live.

I declare you full-fledged NABOBs.

. . . Applause, as Mr. Goodnight shook hands with the candidates and presented them with the insignia . . .

TOASTMASTER NOWOTNY: I don't think it would be out of place for at least one of these new NABOBs to be allowed to have a rebuttal. And, Dean "Zum," since Floyd got away, I think it would be appropriate, among your friends and associates and your fellow workers and your President, if we would call upon you to respond to this "Bully" from Wisconsin.

MR. ZUMBRUNNEN: Dean Nowotny, Dr. Lee, Fellow NABOBs—probably I should have said "Honored Bulls"—Ladies and Gentlemen: I had anticipated something brewing, but I didn't have any idea of this particular variety and strength.

Some time ago "Shorty" wrote me a little letter, and he said, "I want you to take about five minutes, and speak to this group that will be gathered here at our National Association, and tell them what you have in your heart to say."

You heard Bursley say a little while ago that it was pretty hard for him to talk. Do you believe me that it is pretty hard for me to say to you in five minutes what I have in my heart right now, growing out of this meeting. To be quite frank about it, it is pretty full of a lot of mixed emotions growing out of this meeting here, and from others, too.

I am not sure who I am. A minister changes to a dean, and then becomes a NABOB, a bellowing bull, and I don't know just where and what I am. I am all the more confused because of what these people have expressed, in a way that I have no words to adequately acknowledge. This memorial from my own State Association, this volume of letters here, that I haven't read—but let me assure you, Gentlemen, that here is one book that I will read, and one book that will not depreciate, and I will not turn in on my income tax return a certain amount of depreciation on the books that I have on my shelf, on this one. But I am very confident as the days come and go, that with every day, this book shall be much more valuable and meaningful to me.

I can't tell you how much I appreciate these honors that you have conferred upon me, these expressions of your fine consideration and appreciation and honor. I am at the difficult point now, and that is to tell you what is swelling up within my heart, before it is too full. It is very full of the fine appreciation of the Association, and the things that have been said here this evening.

I have had twenty years of association with these men who have been on the campuses across the nation, giving themselves in affectionate, loving, fine and consecrated service, to do the thing that our keynote speaker said was the function of the dean of men—namely, to help the young men and the young women on our campuses to develop to the fullness of their potentialities as human beings.

We have come a long way in these twenty years, Gentlemen. I remember very well that first meeting out at Colorado, and this afternoon as I sat in the meeting, one of the men said, "There are only six of us left." We have come a long way. I mustn't infringe on the time too long to say much about that.

This organization is quite different than when I joined it. Thinking about it a little bit after that speech this afternoon, it occurred to me that probably no one of you has come a longer way than I. When I came to this campus as Dean of Men, when the President of the University wrote me and asked if I would consider the position, I didn't know what he was talking about. And when I came a few weeks later, I didn't know very much more. What I have learned

about it has been through the association with such men as those who have spoken here tonight—Joe Bursley, Goodnight, Thomas Arkle Clark, and that greatest of all of us, the man who typified and lived the spirit of the real dean of men as no other one ever among us, Dean Coulter. From these men I learned, and they have been very patient, they have been very gracious, they have been very kind. And they are the ones who have led me along the way, and I am grateful to them.

Now there are one or two other things I want to say. I have been sitting in and listening to the messages and discussions these last two days—that fine keynote address by Gardner, who outlined the program for us in such a masterly way; the panels that we have had today, and others, too, discussing the problems that are before us.

I would suggest, Gentlemen, that we have a long way yet to go—that we haven't at all arrived in this field of deans of men, or deans of students, or whatever title shall finally develop.

I picked up a little publication the other day that was very suggestive. We have been thinking about the great problems that have been before us in these days of adjustment and reconstruction after the war. We have been thinking we have reached the crest in enrollment, and now we are going to begin to level off, and our problems and our work would be less, and we could do a little better job, because we will not be so overoccupied.

This little statement presumably was the message from those who know what tomorrow will bring to us, and what the situation will be on our college and university campuses. They are saying to us that in 1960, there will be 4,600,000 students on our college campuses. That means approximately two times as many students as we have now.

So I suggest to you, Gentlemen, that we are not at the crest, that there is much ahead of us yet to do—and some of you have worked, you have thought, to the limit. You will find a greater challenge and a greater task before you.

I would like to suggest just one thing. We have been talking about methods. We have been talking about how to get the job done. One thing I am apprehensive of—and would you allow me to caution you against it—that is, that you do not let this movement or your work become mechanical, but that you guard with your very lives the dynamic spiritual factor in this great work, in this movement. Because mechanics without dynamics, or the spiritual element, will be ineffective.

So I would like to suggest to you gentlemen, in one or two more words, that you guard with very great care the spirit of this movement, and the purposes and objectives for which it was founded; namely, to be of service to the young men and young women who are on the campuses, remembering that you

are dealing with the most basic and fundamental factor that there is for human beings to deal with.

You will have many factors to deal with and to consider. You do have them, and I shall not mention them all. But let me mention one primary, basic and fundamental one that is more important than all of the rest taken together, and all the rest have little meaning without this one being put at the front, and that is the importance of the individual, the personality of the students that are before you. And may I challenge you, in the one sentence or two that I shall say—challenge you to ever keep before you and utmost in your thinking the person, the individual, the individual student; and that your labor is to serve that student in such a way that he may attain to his highest potentiality—the spiritual, primary, basic, and fundamental factor ever before you as your primary consideration.

So I would like to suggest and appeal to you—and I have talked too long, I am quite well aware—that you catch this spirit of your great leaders, catch the spirit of the men whom I mentioned a moment ago, these men who were the founders of your organization, these men whose spirits I think live in our midst today.

I am not pessimistic, in fact I am very, very optimistic about the future of this Association. I think you will rise to the challenge. I think you will rise to meet the needs of the campuses, the ever-increasing needs of the ever-increasing number of young men and young women who come to your campuses, and that you will catch the spirit of such men as Coulter, the spirit of service, follow in the footsteps of these, your great leaders.

Those of you who are now moving up into that area—you will measure up to it. You will meet the demands and requirements, if you catch this spirit of living—catch this spirit of Coulter, catch this spirit of Goodnight, catch this spirit of Bursley, catch this spirit of many of the others. And would you allow me to suggest that you catch this spirit and imbed it in your own heart, and live it out on your own campus—the spirit of the greatest Dean of Students that ever lived, the man who said, “I have come that you might have life and that you might have abundant living.” That is the objective of your work on the campuses—and that you stay with Him and live with Him. He who said: “I am among you as One who serves.”

. . . The audience arose and applauded . . .

TOASTMASTER NOWOTNY: I know it is in our hearts that on this occasion, in the years that lie ahead, we add a little gold to your sunset.

We have introduced everybody, I believe. I know you always overlook somebody. There are two Past-Presidents who never have been on their feet, to my knowledge, before this convention. I think these two modest gentlemen ought to stand up—J. J. Thompson, and J. H. Julian. (Applause as they arose)

We had Past-President Floyd Field, and I think I saw Joe Park up one time, and also we met Dr. Findlay today when he spoke to the whole group. And then the "ladies' man," your President-elect "Foots" Newman. Stand up, "Foots." Applause)

Now we come to the part of the program that brings us back to a convention some ten or twelve years ago.

The man who served this organization as Secretary for six years, and who served as President for two terms—a keen guy, Don Gardner. (Applause)

MR. GARDNER: President Lee, Mr. Toastmaster, and Ladies and Gentlemen: I am supposed to introduce the speaker. I don't know why that has ever been necessary, but that is what I am supposed to do. I have known the speaker of the evening for some time, and I was going to introduce him the way I was introduced to this Association one time. After "Shorty" told a great many jokes, somebody stood up and said, "Now I will tell you the best joke of the evening—Don Gardner." I was supposed to stand up and talk.

Your speaker tonight has often been called a fool in educational circles. He has had a varied career. He has been a college president; he has refused to be a college president of one great university and possibly several others; but he is a man of great ideas in the field of education. I am sure you are going to enjoy him as much as I have enjoyed the years of knowing him—Dr. W. H. Cowley of Stanford, who will talk to you upon a subject which I am going to ask him to announce, since I can't do it. Dr. Cowley. (Applause)

(Editor's Note: Because of other pressing commitments, Mr. Cowley was unable to correct the typescript of his address, and he has therefore written the following brief abstract of it.—F. H. T.)

Our Schizophrenic Universities and Manic Deans

It's trite to assert that educational arrangements depend upon the society which establishes and supports them. One needs wide knowledge of these social influences, and the five great events of the year 1776 help to understand what has been happening to American colleges and universities during the past century and three quarters. They also help to illuminate what has been happening to the world in general.

A good case might be made for choosing the year 1776 as the opening of the Modern Age. Everyone knows of the signing of the Declaration of Independence in 1776, but the other four events have equal significance and included: (1) the putting into operation of two of James Watts' steam engines, an event which brought The Age of Muscle Power to its end and initiated the Age of Manufactured Power; (2) the publication of Adam Smith's "The Wealth of Nations," the book which became the economic and ethical

bible of Nineteenth Century economists and politicians and which ushered in modern capitalism; (3) the statement during this year of the law of combustion by Lavoisier, the event which broke the scientific bottleneck and which made possible the great scientific and industrial developments of the present era; and (4) Jefferson's presentation to the Virginia legislature in October of his bill for religious freedom: it became a law in 1786 and prepared the way for the first amendment to the United States Constitution separating church and state. The Declaration of Independence, to complete the list of five events, not only strategically furthered democratic government but also substantially promoted the extension of nationalism.

The Old American College developed during the period before 1776 and continued to maintain its traditional pattern until the time of the Civil War when the events of 1776 matured in the United States and deluged the country. Many were the results of these prepotent events, but five will suffice to illustrate them: (1) the tremendous growth of knowledge illustrated by the increased number of words in standard English dictionaries from about 40,000 in 1828 to 550,000 in 1934 and the increased number of known stars in the heavens from some 10,000 in 1800 to forty million today; (2) the expansion of the number of occupations needing workers from less than a thousand in 1776 to over 30,000 in 1930; (3) the multiplying of the number of students in American institutions of higher education from 62,000 in 1875 to two and a third million now; (4) the secularization of education; and (5) the necessary dominance of a materialistic philosophy in our new nation endowed with fantastic natural resources and widening borders.

The prodigious events of 1776 and their results have remade the world in almost every particular, and of course they have also remade higher education. But the educational world has not easily assimilated them and is, in fact, dizzy trying to comprehend and handle them. Like all other social institutions, colleges and universities are indeed schizophrenic about them, that is, full of confusion and psychological splittings and distortions. It will take at least a century—and probably more—for higher education to adapt to the new age. Meanwhile schizophrenic characteristics will predominate.

This institutional schizophrenia has had cataclysmic influences upon educators and especially upon deans of students. They stand between the official thinking of our schizophrenic colleges and universities and our distraught students; and being barraged constantly from both sides, they have become manic, that is, they too are psychologically distorted. A manic goes through periods of depression and periods of elation: he cannot achieve balance because the pressures upon him are too great for his comprehension. Do I overstate the situation when I suggest that deans of students are usually manic?

What to do about such mania? What to do about the schizophrenia of our institutions? My proposal is that first the causes of these maladies must be understood, and I propose that the primary step is the recognition that we live in a world made over again by the events of 1776. The second step is the recognition that colleges and universities now struggle with a number of deep problems which must be resolved before our universities will achieve the dynamic equilibrium needed in this evolving new age.

The first of these problems grows from the conflict between the emphasis upon research and the historic function of colleges and universities to teach. American higher education is schizophrenic because it cannot decide whether its professors should be researchers, teachers, or both. This problem must be met squarely before our educational institutions can achieve health.

In the second place, colleges and universities must come to workable conclusions concerning the relationships of general and special education, that is, between education for breadth and education for bread. We have not yet learned how to relate these two necessary enterprises, and we must before we can be equal to the Atomic Age which began, I suggest, in 1776 and not in 1945.

In the third place, we must decide whether we are concerned only with the student's mind, as the intellectualists maintain, or with his whole self. Under the simpler arrangements of the pre-1776 era educational institutions could limit their activities to the mind of students, but not so now. The college has become the cynosure of youth for many reasons, and one of them is that the social and psychological institutions of earlier periods have been uprooted since 1776. Like it or not, the college of today has been forced to take on some of these community functions. For example, American higher education has become predominantly co-educational—and for the reason that the events of 1776 have killed off old-time community life thus limiting if not overwhelming the social and mating opportunities of youth. Personally I don't like co-education and consider it to be a serious distraction from the intellectual purposes of colleges and universities. Society, however, has made American higher education co-educational, and we must learn how to be co-educational, institutional, and at the same time educational institutions. We can find workable answers only by accepting the fact that students are whole people and not just minds ratiocinating in social vacuums.

I might list other conflicts besides these three, but these suffice to illustrate the tremendous confusions which make our institutions schizophrenic and our deans manic. To summarize them: we must resolve the conflicts between (1) research versus teaching, (2) general education versus special education, and (3) intellectualism versus holism.

We shall be working on these and related problems for at least a century. Of that I feel certain. Thus we must first seek to under-

stand them and, second, take steps personally to prepare ourselves better as individuals to cope with them.

Toward this end I suggest that deans of students should begin immediately to devote part of their spare time to seeing their jobs in broad prospective, relating their work to the great forces playing upon society. This means continuous study under direction, and this Association might well enter upon the business of helping its members to undertake such continuous study. Summer conferences of several weeks' duration as well as correspondence courses directed by carefully chosen scholars might well be partial answers.

Eleven years ago I addressed you with a paper entitled "The Disappearing Dean of Men." Tonight I address you on a much more important topic, and I urge that you prepare for the uncertain future by seeking to understand the past (especially that since 1776) and by attempting to be equal to your pivotal positions by continuous study of the present.

TOASTMASTER NOWOTNY: Thank you, Dr. Cowley, for this stimulating address. It is a challenge to us, and I think we will talk about it for the next eleven years. I hope it isn't another eleven years until you talk to us again.

In closing, may I say that the Red and Blue of S.M.U. has done a grand job. "Zum" and Willis Tate and your gang, we are proud of you. Thank you, Dr. Lee. Goodnight, all.

. . . The meeting adjourned at nine-twenty o'clock . . .

SATURDAY MORNING SESSION

March 13, 1948

The meeting convened at nine-twenty-five o'clock, President Cloyd presiding.

PRESIDENT CLOYD: The meeting will be in order. The first matter of business this morning is the reports of the Sectional Meetings. The first one is, naturally, Section 1, Publicly Supported Institutions. Dean H. E. Stone, University of California, Berkeley.*

***EDITOR'S NOTE:** The section on Publicly Supported Institutions is the largest of the 5 groups and the Conference secretary transcribed the discussion in this section. The Editor has, therefore, included Dean Stone's report and a brief of the discussion which took place in the section which immediately follows Dean Stone's formal report.

MR. H. E. STONE: Mr. Chairman, Fellow Deans: Section 1, Publicly Supported Institutions. (Some 50 deans present.)

Frank recognition was given to public support, which we enjoy, and to the obligations resulting therefrom. Our roots are in American democracy, and our service to that democracy must be positive, specific, and continuous. Our problems were recognized as being very similar to those in the privately-supported institutions, the differences being largely with respect to political and public relations considerations, not overlooking, of course, size and variation in the characteristics of the student populations involved.

First we launched into the problem of admission requirements, with the question, "How may restrictions on admissions be used to prevent over-crowding of facilities, and in doing so, avoid the charge of undemocratic action?" On show of hands, 12 institutions represented were required to admit any and every graduate of an accredited high school in their state, while nine more must do so with some slight modifications permitted. The others may and do use a variety of selective criteria, with the hope of securing better college material. It was the consensus of opinion in the group that the use of screening and selective admission procedures is not undemocratic, that it is the obligation of the publicly-supported institutions to select and train those students best qualified to profit by such training, and to best render a return of leadership and service to the state and the society which provide the educational facilities for them.

The point was well made that in any particular state, admission to its various public colleges and universities should be decided on the basis of a state-wide program and policy, rather than on an individual institutional basis.

Only six deans present were charged with direct responsibility for admissions. The problem of admission to the professional schools was recognized as a most critical one. The desirability of requiring the entering student to specify an alternate training objective was cited.

It was agreed that we need a better interpretation of our admission policies to the public. None of the deans present were carrying the job of public relations officers for their institutions as an additional duty.

The problem of the failing student and his disqualification was then explored. It was agreed that failures were likely, from lack of motivation, quite as much as from lack of ability, and that guidance rather than social surgery might well be the salvation of many. The need for counseling at the time of disqualification was cited, together with the possibilities of thus preventing frustration and useless, aimless departure in disgrace and despondency. It was agreed that no successful dean of students can allow himself to be left outside the academic policy-making and academic administrative areas of his institution.

Participation in such matters as admissions, academic advising, disqualifications, yes, and even in curriculum construction, was strongly recommended. Indications are that approximately the same percentage of students are being disqualified now as before the war. The professors are not tougher. The high schools are not going to pot in their preparation for college. But the pace is more competitive, because of the maturity of so many veteran students.

A complete vocational guidance service was suggested as one approach to prevention of academic failures and frustration. In this connection, our Section voted to recommend to the Committee on Resolutions a formal resolution in behalf of the continuation by the colleges of the valuable counseling services now being rendered by the Veterans Administration-supported counseling centers on our campuses. In fact, we need such service sorely now for our non-veteran students.

Our group then passed on to the old problem of student political groups and political action on our campuses. A wide range of latitude and restriction was discovered, all the way from California, which has in its charter a specific prohibition against partisan political activity on campus, to Wisconsin, where much of this is permitted.

"Subversive groups" are under general disfavor, or specific ban, but the problem of how to discover just what is a subversive group, has apparently not been solved. With the exception of avowed communists or known communist groups, the majority opinion in our Section favored permitting student political groups to meet on campus, under regulated procedures.

PRESIDENT CLOYD: Before we enter any discussion of these reports, I want to ask you again to give your name and institution for the record. Is there any discussion now of this report? If so, aim your questions at the Chairman, and not at me. If not, speak now or hold your peace, because we are going to go into the next one.

The next one is "Privately Supported Institutions." Dean Seulberger of Northwestern University.

MR. F. GEORGE SEULBERGER: Thank you, Mr. Cloyd. Our group consisted of some 41 representatives of privately endowed institutions, and when I was asked by Fred Turner to act as Chairman or referee of that group, I thought that I would try to pick something in the way of an initial topic, at least, that would be different from the publicly supported institutions. I chose admissions, because I thought that admissions was probably one of the chief points of difference between the duties of most deans of students in privately endowed institutions and those in the publicly supported institutions. But I find that our friends in the publicly supported institutions selected the same important topic.

The meeting opened with a discussion on admissions, and methods were the obvious things to be discussed. We found one school relying exclusively on tests, others basing their admissions program on rank in class, recommendations by friends and alumni, and interviews with applicants.

One of the things that we tried to get into was the important matter of the future of the privately endowed school, in view of possible economic depression. The schools in general have raised tuitions, and I wonder what our competition is going to be with the publicly supported schools. We are located just north of Chicago, but the University of Illinois now has a beautiful plant right in the heart of the city, with an enrollment of 4,000 students, and tuition much less than we charge. If they are going to put in a complete program at Chicago, Northwestern is going to have to change its ideas. And that same thing applies in other locations.

The whole matter of continued subsidy of students was brought up. In other words, a sort of continuation of the G. I. Bill. The sense of the meeting was that we were opposed to a continuation of a too paternalistic government. If some bill is passed by Congress which will continue a sort of G. I. Bill for civilian students and boys and girls coming out of high school, we would certainly be concerned about the hand that the government would try to take in the operation of our institutions.

It was also brought out that much of the success of the G. I. Bill, and the students who are under it, comes from the fact that these men are mature. If the same principle of government subsidy were applied to boys coming right out of high school, the same success would not exist. They are younger, and they would take the thing more or less as just a free ride.

The whole subject of G. I. success in college was discussed, and the opinion was that they have in general succeeded well, and have outshown, really, the younger students.

We went into the subject of student government at some length, and found a wide range of ideas, going from no desire at all on the part of the students to have self-government to a situation where a committee of five faculty and five students run student govern-

ment, and another case of two faculty and three students administer discipline, counseling, and so on. One point was brought up that in those situations where students have a hand in discipline to the extent where they might want to dismiss or suspend a student, any kick-backs that you might get from parents or anyone else, for example, will come to the administration. Undoubtedly the students would lose their responsibility as soon as the decision was made.

Someone brought up a point in favor of good, representative, democratic student government. Alumni who have participated in a real program of student government are more loyal alumni than those who just simply come and go, who have simply been students in the academic sense only, and who have had no part in student government.

That got us into the subject of the regulations on social affairs. The various philosophies were expressed, such as the one that we have at Northwestern, where we permit students to hold dances where liquor is being served, but our most rigid rule is against bottle-toting. Most students won't get drunk if they have to buy liquor at the bar. If they do bring bottles, however, we crack down hard.

Then there was another viewpoint expressed by an eastern men's school, where they don't have the same problems that I do, that there was no reason for any rules on drinking. Just let it go, and let the students do whatever they wished to do about that.

We took a vote on this item, which is not an important one—chaperons at fraternity houses or open house dances. Fifteen colleges of those represented require chaperons at open houses, and three colleges permit open houses without chaperons.

We tried to get into the subject of intercollegiate athletic control—whether the dean of students should control intercollegiate athletics or have the Director of Athletics within his department—and we found very few cases (I think the only case is probably the University of Chicago) where that situation exists; and in most cases athletic programs are controlled by faculty committees. There are a few instances on the Pacific Coast, where the students have a closer control of the athletic program, but in most privately endowed institutions the athletic program is controlled by a faculty committee.

We also touched on the matter of health service, and how many of the members had control of health service. An interesting point was brought up that there are instances in the country where the medical doctor has not been willing to report to a layman, so that the health service, in the organizational structure of the dean of students, does not come in there. Now, there must be a degree of cooperation, but there is some tendency on the part of medical doctors to prefer to report directly to the top administrative official, like the president, or another medical doctor. In the instance that was mentioned, the head of the health service reported to the dean of the medical school rather than the dean of students.

We got into a discussion of the restriction of participation in extra-curricular activities by people who are not in good scholastic standing. Seventeen colleges exercise restriction of participation in extra-curricular activities if the student is on probation or in some other kind of scholastic hot water. Four colleges do not exercise restriction in this case.

PRESIDENT CLOYD: This is the time for discussion, Gentlemen, if you have any question. I just say this for my own institution—that this question of chaperons at open house entertainments is one with which we are concerned, in that around our institution there are a number of girls' schools, and the deans of women at these neighboring girls' institutions often call me to know whether or not there is a chaperon, because their girls have been invited to attend. And that really is a question that I think is vital if you have a number of institutions near you that are not co-educational, and if the clientele of your entertainments is drawn from these girls' colleges. They are rather insistent, and I think rightly so, that there should be chaperons there. We have a rule that they must have chaperons, but I am a little embarrassed at times when the dean of women at a girls' college calls me to know just who they are, because I can't always answer that question.

PRESIDENT CLOYD: We now come to Section 4, Technical Institutes—Chairman, Dean (Acting President) Robert W. Van Houten, of Newark College of Engineering.

MR. ROBERT W. VAN HOUTEN: Mr. President, Fellow Deans: The ten institutions represented—and I would like to name them for a reason—were: California Institute of Technology, Carnegie Institute of Technology, Clarkson College of Technology, The Cooper Union, Georgia School of Technology, Massachusetts Institute of Technology, Northeastern University, Stevens Institute of Technology, Virginia Polytechnic Institute, and Newark College of Engineering. While the word "Institute" appears in the names of several of the colleges represented in our meeting, it has a somewhat different connotation. They asked that it be listed as "Technical Institutions," or "Engineering Colleges" Sectional meeting.

We wanted to keep touch on those subjects peculiar to the technical institutions, realizing the more general ones would be discussed in the other general meetings, so we began with admissions. We did approach it a little differently. The feeling was that we have a problem in this respect—that some students have a misconception of what an engineering education really comprises. That has been particularly true of some of the veterans who have had training in the Signal Corps and Radar, who entered engineering colleges with the necessary academic preparation, but without the interest in that particular field, and should have been directed into the vocational schools or technical institutes.

In this connection, we got into the question of what our admission

procedures were. All of the schools represented used the secondary school records, and personal interviews. Everyone also used some type of examination. Some used their own mathematics examinations plus certain standard exams. Several used the College Board examinations. One mentioned they had obtained very fine correlation between the student's academic record in college and the scores on the mathematics part of the College Board examinations. One institution uses the College Board or the Pre-Engineering Inventory. Another uses the Pre-Engineering Inventory exclusively, in addition to the secondary school record and personal interview.

This led to a discussion of the Pre-Engineering Inventory, an examination sponsored originally by the Carnegie Foundation for the Advancement of Teaching, the American Society of Engineering Education, and the Engineers' Council for Professional Development. And while seven of the ten institutions have given the P. E. I. to one or more freshman classes or groups of applicants, only two of them use it for admission purposes, feeling that they don't have enough information yet to warrant its use—they haven't established the correlation. However, when they did give it, they also reported to the Carnegie Foundation the academic records of the students as freshmen.

The two institutions using the test have been participating since they first started in 1943-44. They were given to applicants, freshmen records were reported, and then correlations were worked out by the central office; and with the entering class in '46, they were permitted to use that for admission purposes. It was pointed out, however, that the P. E. I. simply measured—if it does that—the student's chances in the freshman year. It doesn't attempt to predict anything beyond the freshman year. Furthermore, it does not measure his will to work or his interest in engineering. In this respect, one institution reported that they give all of their applicants some type of interest inventory, such as the Strong or Kuder. Another college gives it to all of their freshmen after admission and uses the results for counseling purposes.

From this admissions discussion, we veered to a discussion of how best to develop the personal, social, and humanistic aspects of the engineering student's education. The group all agreed that the engineering student is interested in a broader education.

On thing led to another, and discussion of the average academic load. Of the ten schools represented, our average semester-hour load for the engineering student was about 22, which is a reasonably fairly heavy load, leaving little time for extra-curricular activities. But despite this, two of the colleges have been very successful in bringing to their campuses outstanding authorities—Robert Frost was mentioned—to give lectures, to meet with small groups and even individual students. These were all extra-curricular activities.

Of course, in addition, the engineering college people are sensitive to the fact that the American Society for Engineering Education

has recommended that at least 20 per cent of the credits in the total curriculum be given to the humanistic-social studies. And while no official vote was taken the feeling in the group was that there is some advantage to a five-year program in engineering, provided that by so doing, the professional departments don't simply add 25 per cent more credit hours to the total undergraduate credit load.

We deans felt we could do much more in developing the over-all student if we could spread the present load over five years, rather than four. Incidentally, one of the schools has already gone to a 4½-year program; Cornell has a 5; Clarkson is starting a 4½-year program—pre-freshman term.

In this respect, it was also pointed out that there needs to be correlation between the academic deans, because with the heavy load the engineering student carries, we felt it was entirely out of order for a student with one failure to repeat that failure and carry a complete load in addition. Perhaps that boy could least afford to do that. And secondly, he needs the extra-curricular activities.

We switched then to extra-curricular activities, and sensitizing the engineering students to the advantages in this particular field. In this connection, Dean Floyd Field recommended very highly a pamphlet on extra-curricular activities entitled "Essays Toward Balance for College Men" written by Dr. Maxwell H. Goldberg, University of Massachusetts, Amherst, Massachusetts.

With respect to extra-curricular activities, it was felt they must spring from student interest, and not be handed down from the top; there was no need or no value in trying to perpetuate dramatics if there was no student interested in that; no particular harm in starting an activity, fully realizing that it might die out in three or four years. One man mentioned there was an interest in model railroading, and he had provided space for the group, and it was a thriving activity; even though it may die out when that group leaves college.

Also, it was felt that where there is student activity interest in it, there should be faculty guidance and faculty support, and it was part of our job to sensitize the faculty to the contributions which they can make to the student activities. That was a very real part of our job.

As an outgrowth of the experience of one or two colleges in trying to spread the extra-curricular load, they have developed a point system in which certain points are assigned to specific student activities. A student may take only say 15 points, and maybe the presidency of the junior class represents 15 points, and therefore the other jobs are spread around. That is student-operated and student-administered.

To summarize, the Engineering College group considered (a) the admissions problem in order to select the best students qualified by academic preparation and interest to successfully pursue an

education; (b) the need to provide greater opportunities for the engineering student to participate in and benefit from the humanistic-social studies; and (c) the need to develop and encourage the engineering student to participate in extra-curricular activities as a part of his over-all education and development.

PRESIDENT CLOYD: Thank you very much. Now, are there any questions?

MR. W. J. FARRISEE (Clarkson Col. of Tech.): I was the individual who objected to the term "Technical Institutes," in that in New York State, a technical institute is a two-year affair, more or less vocational in character. So I think we should use the term "Technical Institutions."

PRESIDENT CLOYD: I think that is a real point, and I imagine a good many of the technical institutions would feel exactly the same way about it. Are there any further remarks or questions on this report?

MR. PAUL MacMINN (University of Oklahoma): A recent report by some governmental agency gave the figures of the number of engineers who will graduate up through 1950. I was wondering, how are all these trained engineers going to be absorbed in business and industry?

VOICE: What is being done about it?

MR. VAN HOUTEN: You mean as far as reducing admissions, cutting down our admissions so as not to have an over-production, as it were, of engineering students? Nothing, so far as I know. I did see a report of the Bureau of Labor Statistics which came to my desk just before I left. I think in that, they pointed out that despite the fact that some of the engineering graduates may not get into purely engineering fields, engineering is a good training ground for sales, advertising, and many other fields. If you take the M. I. T. catalogue and look at the positions held by the graduates of M. I. T., I don't know what the percentage is who are purely in non-engineering fields, but it is a broad educational motive.

MR. T. P. PITRE (Mass. Inst. of Technology): In answer to Dean MacMinn's question, there was a survey made about a year or two ago about the opportunity for engineering, because of the dearth created by the war. The extended figures indicated that it would take until about 1952 or '53, if production and business kept at a reasonable level, before they would come to a saturation point.

MR. VAN HOUTEN: It shows about '52 before we catch up with our demand. Beyond that, it is rather hard to predict.

MR. WILLIAM TATE (University of Georgia): In connection with these technical schools, there are two or three problems the liberal arts college gets. I have quite a number of boys still in the university who are eager to go to dental or medical school, and we

have given them a substitute education, sort of a Bachelor of Science degree in our curriculum, because they cannot get into the medical or dental school, and those boys are often a very serious adjustment problem. They planned to be doctors, and are not going to get in. Sometimes a boy continues and completes his Bachelor's degree, and sometimes he does not.

There is another problem in Georgia, boys who fail in Georgia Tech, for instance, who feel they can come over to the University of Georgia and try another degree, and sometimes they can. I have several cases of boys whom Dean Griffith or Dean Field have asked us to take at the University, boys utterly bogged down in technical physics or chemistry, who come over to us and take maybe accounting or some other course. I have a boy who came to us after the sophomore year at Tech, utterly bogged down in technical engineering, which he had planned to study because of the large number of mills in his home town. He stayed out a year and worked, and we let him in. He graduated with us in marketing. He liked it. It wasn't too technical. It wasn't too involved on past learning.

We turned many down. I guess there were 25 or 30 boys from Georgia Tech who came to the University and begged us to take them at the beginning of the Christmas semester because they flunked out of Tech. They wanted to take agriculture, and business administration. We turned them down, because they have a state-wide rule that a boy out of Georgia Tech cannot apply to any other system college. But some of those boys could have done reasonably well with us.

I don't want to leave the impression that if they flunk out at Georgia Tech, they can come to us and make Phi Beta Kappa. But the technical engineering students have a large number of boys unable to make their professional scores, who are dropping back to the liberal arts colleges. Often we would like to take them.

I know your problem is concerned with the counseling of them as they leave your college. But remember, we are also getting the problem. They oftentimes want to come to us, and after several quarters they often get into college. That is backwash from your technical program, and some of those boys can do other courses that do not require the advancement in chemistry. We fail in the over-all educational system in not weeding out the poor ones, and giving some of the better ones a chance at a liberal arts education.

PRESIDENT CLOYD: Thank you. That is a problem with which we are faced also at North Carolina State College as a part of the university system right now. And there is where your guidance comes in to the students who are leaving your institution. Any other remarks?

MR. JAMES A. DICKINSON (Carnegie Inst. of Technology): In answer to the question about whether we are training too many engineers, the study referred to indicated that at present we are still short 10,000 engineers a year. What we are doing to keep from

overcrowding the field at Carnegie Tech is simply an attempt to return to pre-war standards. We are limiting our freshman class as of last fall to the old figure, 400, and we are getting back to what we feel we can handle as fast as we can; and I don't believe that engineering will be overcrowded until 1952, if then. The same thing that will crowd the engineering field and cause us to produce more than are needed, will affect the others. At present, we can absorb all that there are.

MR. VAN HOUTEN: In respect to your comment about switching these students from engineering to liberal arts, I know that is a problem to which liberal arts people are sensitive. To try to prevent as much of that as possible, of course, was behind the attempt to develop a good testing program and the Pre-Engineering Inventory. We owe it to students to try to get them into the field for which they are best qualified as quickly as we can, and out of engineering.

MR. BAKER (Mass. Inst. of Technology): May I comment on the other question about the general education versus a professional training? I think the time is coming, as Dr. Cowley reminded us last night, when we will have to quit educating people for professional vocational careers, and educate them for the art of living in a free and democratic society. Because if we should get out of the progressing economic phase of our present existence into a more normal level, and we do get to the point of doubling our present college enrollment, there are going to be an awful lot of boys with college educations who aren't going to be able to get the jobs that they now think they are going to get, and for which they are attempting to educate themselves.

It seems to me that is a fundamental question which this group might well get into very deeply, because it does involve a complete revision of our purposes as of the present. It seems to me there is no doubt about the fact that the average college student now goes to college in order to get a better job. He thinks he is coming out with a higher earning power because of his education, and he doesn't think in terms of general living in a free and democratic society as the reason for his education.

Until we, as a group of educators, tackle that problem and solve it, we will not be fulfilling our full responsibility in the field of education.

MR. WRAY H. CONGDON (Lehigh University): The question I would like to raise is, on how many campuses is there this practice, or any serious thought, of not failing the student out of college—advising him and counseling him out, if you can—directing or asking him to withdraw—but doing everything except putting that final stigma of failure on him, and as the boys say, kicking him out.

And back of this is this whole problem that we have been discussing today, that many a student is dropped from an institution who, if he had listened to advice, or if he had been better directed

when he went into the institution, could have very properly transferred to a different type of college, or different type of course; and made a success, as many a student we know has done; but because he is dropped from the institution and is branded a failure, there is no institution that will take him, and his career and opportunities are really blighted. Are there any institutions that have gone to the extent of refusing to fail the student out of college?

MR. L. D. STRATTON (Drexel Institute of Tech.): We fail a great number of students, but each term we advise about an equal number of students to withdraw, and give them the opportunity of withdrawing and thus entering another college. It is surprising how few of those we advise to withdraw take advantage.

PRESIDENT CLOYD: That has been my experience as Dean of Men—that the student whom you advise to withdraw very seldom takes your advice.

MR. JAMES G. ALLEN (Texas Tech. College): In our engineering division, which is something over 2,000 students, the advisory part takes place at the mid-semester period, when the young man is given permission to withdraw, if prospects are very bad for him, so that he may withdraw at the end of the semester and enter again in that school, with the alternative of taking courses in another division, to which he can change as soon as he has worked off his probation. In that way he is saved the embarrassment of actually being out more than the half of the semester, and he is given the alternative of making a transition which will fit him into the college picture.

MR. J. L. BOSTWICK (Allegheny College): We do quite a bit of that in the way of making an effort to get students to see the light when they don't seem to have the necessary wherewithal to do a good job in general college courses. At the end of this present semester, we had one boy who came up with failing grades. I suggested to him that he might go down to Pittsburgh, talk with someone in an industry, see what he could do about getting a position in a training program, which various institutions put on. He would be able to get on-the-job training under the G. I. Bill. He was an excellent type of boy, but just simply not interested in what he was doing in college.

He disappeared for a couple of days, came back and told me that he had followed my suggestion—had gone to Pittsburgh, had a job, and his on-the-job training an addition. Three times after that he came in to express his appreciation for having given him the advice, because he said all the time he had been at college he was very unhappy, but he just supposed the only thing to do was to keep on struggling, and it had never occurred to him that he might do something like that and still hold his head up. So many people have the idea that the only way to ever become a success in life is to have a college degree. And I think we make a

mistake if we don't point out to some of these boys who very obviously don't have what it takes to do a good job in a general college course, if we fail to point out to them the other possibilities.

MR. VAN HOUTEN: We advise our students to leave, but I am afraid that is not the proper word, because it is really a request. But a student is allowed to appeal the case, and on the basis of any information we get from interviews or tests or inventory, if there seems to be some justification for allowing them to continue, we do.

The only thing that bothers me is this: When it is practically a foregone conclusion—I realize nothing is 100 per cent perfect—that this student is going to fail, I wonder if we don't have a moral obligation to refuse to permit him to continue, rather than let him go on, knowing full well that he is going to fail, and have stamped on his mind that he is a failure—whether we shouldn't try to re-direct him into some field where he can be successful.

MR. W. J. FARRISEE (Clarkson Col. of Tech.): I think a great responsibility falls on us deans as to what becomes of a boy who is dropped. We try to have each one come into the office and discuss his case and try to chart some course for him. I think most of our failures are due to lack of motivation and not to lack of ability. If it is due to lack of ability, there is something wrong with admissions.

I try to have these men contact some of our alumni in General Electric, Westinghouse, Eastman Kodak, depending on where I think there might be vacancies. We have a very severe rule that a boy can't apply for re-admission within a calendar year, which I think is a gross injustice, and which I am endeavoring to have the faculty change. At the end of that time, we suggest that if the boy will follow this course, and keep himself close to the profession that he thinks he desires, and if at the end of that time he finds he still likes it and can get a recommendation from his superior officer, we are willing to gamble on him. We have had many boys come back under those conditions who have done a good job.

MR. DAVIS (Purdue University): This question that has just been raised here of what happens to a boy who has been dropped and told he couldn't apply for re-admission within a year, or until he was at least a year older. That is true, but we have reached the conclusion at Purdue that that doesn't mean too much. We wouldn't agree with you that the chief reason the boys fail in engineering is because they fail to apply themselves. We have boys that fail in engineering, who find themselves on probation, and are eventually dropped from the university, and in a position where they can't do a thing about it but leave the university.

Since the beginning of this term, we are trying a little experiment. We don't know how it is going to work. A year ago last February a boy came into our office, who was to be placed on probation at the

beginning of the second term. He had decided that engineering wasn't for him, and he wanted a transfer to our School of Science. A transfer blank was filled out and presented to the dean of the School of Science, who said, "Oh, no, we are not going to take any probation student from Engineering." There was no out for him. He had to go back to Engineering, and spend another semester over there, at the end of which time he was dropped from the University. Then he went to the dean of the School of Science and said, "Now may I transfer?" He said, "Oh, no, we are not going to take any failures from Engineering into the School of Science." There was no out for him at all but to leave the university. He couldn't get into any other school at Purdue University at the time.

So we are trying this experiment. For want of a better term, we are choosing to call the students "unclassified students." We have another group of unclassified students that have the same connotation as is ordinarily true. But we toyed with the terminal program of studies, the terminology, and other things, and finally decided we would call them "Unclassified" students. They are to be given not more than two semesters, in which to try to find themselves, and we are going to try to furnish them all the counseling that the university has to offer anywhere, give them any tests that seem to be desirable; and we hope that by the end of the first semester, in a good many instances, they will have decided where they would like to go, and established a record that will make them acceptable in another school. If they are not acceptable at that time, they have another semester in which to do that, but at the end of two semesters they are through in that curriculum—they will have to leave.

They will have to have transferred to another school in the university, or transferred out of the university to another institution—which obviously they may do—or they may transfer to one of our technical institutes which we have in several places in the state and take non-credit work; or they may, we hope, leave the institution with a feeling that they don't have what it takes to do university work, but yet leave with a feeling of respectability.

I don't understand how you advise these people that have been dropped. Our youngsters don't know they are dropped until the semester is over, and they have gone home during the interim between that and the next semester, and they are advised and get the notice at home. Having gotten it at home, we don't see them.

A year ago last February we dropped 153 people at the end of the first semester, and only 42 of them made application for re-admission. The rest of them just took it that that was all, there was no use asking anything more. Now, to avoid that this year, we did try to anticipate who would be dropped, and we contacted all those people who were in the 50th percentile or above in their orientation scores, and asked them to come in and see us so we could advise with them; that they probably would be dropped, but there was something they could do other than to go home and stay there, if they were dropped.

We are very much interested in this experiment. We don't know how it is going to succeed, but we hope we can salvage a good many of these people who, according to their orientation scores, are not poor bets at all. But they have gotten into an area in which they don't have aptitude or interest, one or the other, or both, and our policy up to now has been to let them go.

Incidentally, relative to the reduction of enrollments in engineering colleges, we have just gotten through an ingenious scheme which I suspect our engineering faculty thinks will reduce the load a little bit. The scheme is that of requiring a higher grade point average for continuance in engineering than any other school in the University.

PRESIDENT CLOYD: I might say, just for your interest, we have done something of that same thing in the engineering school, in that we were so overcrowded in engineering, we had to resort, for lack of teaching staff and for lack of facilities for teaching, laboratories and so on, to some such method in the engineering school itself; and it requires a higher grade point average to go on in a specific engineering curriculum than to transfer into general engineering, which tends towards sales and associated engineering education.

MR. R. C. BEATY (University of Florida): I would like to know from this group, how many institutions refuse to take students from another school who has failed out?

PRESIDENT CLOYD: Can we have a show of hands on that?
(35 raised their hands)

SECRETARY TURNER: There must be at least 100 men in the room.

MR. J. A. PARK (Ohio State University): I would like to ask if that is without exception. I didn't vote because we consider it an individual matter, and make exceptions. But in principle, we do not admit them.

MR. BEATY: I had in mind, if he is not eligible to enter the school from which he failed, is he eligible to enter any other school?

PRESIDENT CLOYD: Apparently 35 folks here would not take him on that basis.

This has been a most interesting discussion, but we must go on. We have another section here to report, which is "Teachers Colleges"—Chairman, Dean R. H. Linkins of Illinois State Normal University.

MR. R. H. LINKINS: Mr. President, and Men of the Association: Our group worked out an agenda to frame the discussion in order to keep it within the realm of the functioning of the office of Dean of Men in Teachers Colleges. This was a very simple outline.

The first topic had to do with the functions of the office of Dean of Men as applied to prospective teachers. The first division of that

was the function of the office during the man's college career. This topic included such sub-topics as: (1) Assistance in making adjustments to the campus community; (2) acquiring proper attitudes; (3) developing social consciousness; (4) loans; (5) employment; and the countless other avenues of service such offices are privileged to offer.

The second division dealt with the functions connected with the student's preparation for his lifework as a teacher. Were there additional, special services which the office in a teachers college could render, or should it possibly place greater emphasis on some existing functions in order to prepare the prospective teacher, not only to become a constructive unit in the community to which he will go, but also as a teacher to enable him to impress the youngsters under his influence with types of attitudes, thinking, and activities which they will want to emulate and can do so with profit. Emphasis upon a code of social good usage, projects to develop community-minded students, are only two of the many additional avenues of approach in giving a "plus" training to the prospective teacher.

Methods of accomplishing the functions of the office of Dean of Men in Teachers Colleges was the last discussion area on the tentative agenda. Testing programs, counseling programs, personnel records, with the discussion of behavior problems, were suggested subdivisions of this field.

The Section opened its discussion with a consideration of the necessity for a special counseling program by the office of Dean of Men for prospective teachers. A decided minority felt that such consideration was highly advisable. The majority, however, agreed that the product of the Teachers College needed no more guidance to become professionally adequate than did students preparing for any other profession. It was pointed out that the trend in many parts of the country for Teachers Colleges to become Liberal Arts Schools seemed to be indirect evidence, at least, that such counseling was not essential.

It was the consensus of opinion that the transfer of Teachers Colleges to Liberal Arts Colleges did not decrease the emphasis on the preparation of teachers in such schools, but might even, in the case of men and through the counseling of the Dean of Men, be a means of recruiting to the teaching field men who had formerly been interested in other vocations or who were as yet uncertain of the goal they wished.

In considering a recruitment program, several of the deans present mentioned "College Days" which were held on their respective campuses. High School seniors were invited to the campus for a day of inspection and entertainment. Others mentioned "Vocational Guidance Days" held on some high school campuses where representatives from Teachers Colleges might, if they could stand the pressure and competition, have the opportunity to interview interested high school students.

One college had an "Annual Round-up" in the fall of the year, at which time high school administrators were guests of the campus for a day's conference to discuss the success of the teachers in their employ who had been graduated from that university, and to make candid suggestions as to ways of improving the future product. A plea was made at that time for these administrators, in self-defense, to interest worthy high school students in the teaching field. The Teachers Colleges Section recognized that neither the recruitment program nor the "Annual Round-up" was a direct function of the office of the Dean of Men, although deans did have a part in both programs, either of which might be responsible for bringing students to the campus.

Time was given to the discussion of the great need for and methods of creating social competence among those who plan to teach. Direct counseling with the dean of men, assembly discussions by authorities in the various fields of the area, orientation courses required of all, concerts and social functions which would give students an opportunity to practice approved usage, student Hand Books, student-planned activities, functioning on joint faculty-student committees, participation in student clubs and organizations, as well as the guidance provided by residence halls and approved student houses, are among the numerous means of assisting students to acquire the coveted social competence.

Emphasis was placed upon the necessity of providing a varied social program on the campus of the Teachers College, for its recreational as well as its educational values.

The religious aspect of campus life was stressed with the discussion of Religious Emphasis Programs which had been so well planned by one of the deans present, and which were enthusiastically received by the student body of his campus.

At about one minute before twelve o'clock, someone mentioned the housing problem. All the men present threw up their hands in despair, and the meeting was declared adjourned at exactly midnight.

Respectfully submitted. (Applause)

PRESIDENT CLOYD: You have heard this report. The committee evidently worked long and hard. Are there any questions?

MR. PARK: There have been hints this morning that point toward the desirability of including in some future program of this Association a discussion of the problem in relation to the morale of students whose primary ambition vocationally has been denied.

I wonder if we, having little responsibility individually for curriculum building, have not, by reason of that, assumed that we have no responsibility in the larger field. I think the man on the street can understand the feeling of the boy who has been denied his vocational ambition. The professional educator, like ourselves, has become somewhat inured to that. He just accepts it as something he can do little about.

I would like to suggest that in some future program, perhaps next year, that we invite to meet with us some men who are leaders in these professional fields. I would like to begin with the President of the American Medical Association. Parenthetically, I heard the president of one of our great institutions say with great satisfaction that he had gotten the medical school to raise their admissions from 85 to 91. That is the kind of measure we are using in approaching the problem which will affect our American public health in future years to a very great degree.

There is another problem that has been suggested here—and not being trained as an engineer, I can not speak with assurance on it. That is, the matter of competition between engineering schools to assure themselves that they are not falling below the standards of their contemporaries, a fear that their degree will not be regarded highly. For example, in our own case, where two years ago we went on a five-year program, a year was added, primarily for humanistic studies. But there was no hint that anything could possibly be given up on the strictly engineering training.

And I wonder there, if we don't have some responsibility as deans of men, who are concerned with the whole life of the student, and whether perhaps men like the President of the American Society of Mechanical Engineers, E. G. Bailey, wouldn't be in a position to meet with us, understand how we feel about these problems; and do something about it.

PRESIDENT CLOYD: Thank you very much, Joe. I think those are two valuable suggestions to our incoming officers and Executive Committee as to program.

MR. NEIL D. WARREN (University of So. California): I have one other suggestion, the value to all members of the Association of information concerning experiments in personnel procedures that are going on at other institutions. The one at Purdue is just an example—of the unclassified students. It would be of great value to the rest of us if we could hear of those things as they happen, and learn what the results of such experiments are. There may be others going on at other institutions, and while there has been opportunity to pick those up individually, they have not appeared on our program; and it seems to me that it would be equally useful if reports of such experiments could be circulated among the membership at the time they take place.

MR. MacMINN: I was observing that little or nothing was said regarding the evaluation of our programs. Any personnel man will tell you, the evaluation of the program is one of the most difficult phases of it. I know that many of you men do little studies, which are not of the magnitude that would warrant publication in a national bulletin. However, I think if we had some means to inter-disperse information of that nature—not that you could use the same information in your respective schools, but at least we might share on the techniques that are used in making some of those studies.

At this time, I would like to propose to the Program Committee for next year that we have a clearing house for possible studies of that nature, and that we devote a portion of our time at next year's conference to the presentation of some evaluating studies.

SECRETARY TURNER: Mr. Chairman, from time to time I get a news letter out to you. I will be glad to disseminate any such experiments that are going on, any time you send them to me. We will be glad to mimeograph and send them out to you.

MR. DONALD M. DuSHANE (University of Oregon): This seems to me to be a good time to suggest that we poll the membership here about something I have been thinking about since the other night. When I first started attending these meetings, we had sectional meetings according to the size of the institution. Last year we had sectional meetings according to the size of the institution, and at a separate time, sectional meetings according to problems or subject matters. This year we have sectional meetings on a third plan—according to the type of institution.

I gathered from some discussion the other night that the little institutions in the privately-supported group found their problems not too similar, even though they were privately supported. And I would like to suggest that it might be a good thing, considering the number here this morning, to have a show of hands about the different types of classifications we might have in mind for next year's meetings.

PRESIDENT CLOYD: We will be glad to have that. How many prefer the groups to be divided on the basis of the size of the institution—a thing which we have done in the past?

SECRETARY TURNER: It looks like about half the hands in the room are up.

MR. ERNEST E. HANSON (North Illinois State Teachers College): Dean Linkins didn't quite complete the report of the Teachers College group. I believe that one of our last recommendations in our group was that this group consider for its sectional meetings in other years the possibilities of areas of interest.

PRESIDENT CLOYD: Another group basis was the one we have used this year, on the type of institution. How many would prefer to continue our divisions based on some such idea as that? Will you hold up your hands? (None) Apparently that is not very popular. What was the third one?

MR. DuSHANE: The other had to do with the nature of the discussion.

SECRETARY TURNER: That is what we did at Ann Arbor. We had areas of interest in the afternoon, and sizes of institution at night.

PRESIDENT CLOYD: Give us a show of hands on areas of interest. (A large number raised their hands) That is a big hand. What you are asking is to return to the system we had at Ann Arbor, two sessions, one on size of institution and one on subjects.

MR. EUGENE E. DAWSON (Kansas State Teachers Col.): Is there any place in the program for a breakdown having to do with some of the basic considerations which our speaker of last evening emphasized—that is, an opportunity to discuss the sociological and psychological and you might say spiritual movements of our time, and the effect of such movements on the type of thing that we are endeavoring to do as counselors of men?

PRESIDENT CLOYD: I think I can safely say there is a place in this program for any kind of breakdown you want, provided you let the incoming officers and the Secretary know as early as you can what you would like to have. Because this program is a gradual development over a period from now until next spring, in time to get the program printed, and even for changes after that. So we would welcome, and Fred would welcome, suggestions along this line, so that we can plan next year's program. The program which we have next year, as near as we can get it, will be the kind of program you want, and we don't have to live by any past traditions. I am sure "Foots" feels that way about it, too.

MR. J. H. NEWMAN (University of Virginia): Exactly. I would just like to say, if there can be more time, let's go on that. It sounds pretty good to me, and I think while we are hot, it is a good time to strike. I think right now is the time to go, if you can spare the time.

PRESIDENT CLOYD: I think we can spare the time for a few more suggestions, if there are any, as to program.

MR. LEO R. DOWLING (Indiana University): Last night, a number of the junior administrators got together. I am afraid the meeting wasn't too much of a success in terms of number, but we had a feeling that many of us could gain a good deal if there were included in a program a session for the junior administrators, with some of the distinguished old-timers. I just put that in as a thought.

PRESIDENT CLOYD: I am glad you brought that up. I understood you had a meeting, and I was going to call on that group to make a report. Ned Wood, my Assistant here, is there anything else that came out of that meeting?

MR. W. NED WOOD (N. C. State College): That's about all, Dean.

PRESIDENT CLOYD: I think we will have to pass on now to one other brief report, and that is the report from Dean Baldwin on this Committee on Cooperating with the American Institute of Architects.

MR. FRANK C. BALDWIN: President Cloyd, during the past year, appointed a special committee which was composed of Dean French, Dean Miner, Dean Hubbell, Dean Blaesser, Dean Pitre, and Dean Kimpton, and at the same time he sent us a questionnaire. The purpose of the Committee was to cooperate with Dr. Walter Taylor of the Department of Education and Research of the American Institute of Architecture, in a study which the Institute hopes to carry out concerning the standards and the planning of institution residence halls. Our tentative draft of this proposed questionnaire on residence halls has been drawn up and sent to our committee members for their suggestions and their criticisms.

The questionnaire consisted of a series of questions, a series of ideas, regarding the committees or groups in your own or in other organizations which are studying the problem at the present time or recently, including references to reports of such studies. Then, representing the owner, you may wish to say to the architect something about the major defects in existing buildings to be avoided in the planning of new buildings, observable or anticipated trends in regard to organization or major grouping, size of groups, relation of social and educational functions, customs, married students, and so on down.

Likewise, the general trends affecting the following elements in the planning of residence halls: The general requirements, social life, dining halls and food services, student rooms, reserve book and browsing libraries, music and listening rooms, administrative offices, and so forth.

Likewise, another division would be the technical side, the safety angle, from the mechanical side—the possible elevators, heating, air conditioning, lighting, sound, insulation. In addition to that, a recommended bibliography, and reprints or sheets pertinent to material concerning these residential halls possibilities.

Now, the thought was mentioned here this morning about the possibility of a clearing house, and that is one of the ideas that we have had in mind, as to the possibility of having you send material to us so that we might be able to compile information and get the material together.

We are now in the process of re-writing a suggested questionnaire which will be sent to all members of this Association some time possibly during this spring. It should require a minimum amount of time to complete, as we are simplifying the questions, to require only a check for the answers, and possibly suggesting at the end a brief comment.

May we ask that all of those of you who are studying this problem of residence halls in your various colleges communicate with me, sending your findings or your plans, and in this way we may act as the clearing house that I mentioned for such information, and utilize the material gathered in the construction of this questionnaire. We hope to assemble some valuable material and make a real contribution to the field of college residence hall planning.

The deans of men and women are going to be called upon, whether you realize it or not, for advice and suggestions in residence hall planning, and so you should give this area some of your thought and consideration in the meantime, and we hope that this Committee will be able to assemble some material which will be definitely a contribution in this field. We will give you a report of it later on as the year goes on, and also possibly at the next meeting of this Association in 1949. (Applause)

PRESIDENT CLOYD: Thank you, Dean Baldwin. I would like for Joe Park to make a report of his Committee on Fraternities and Sororities.

MR. PARK: Mr. Chairman, this National Conference meets the first of May, and I will send all members of the Association a written report at that time.

MR. R. MALCOLM GUESS (University of Mississippi): I would like to ask Dean Baldwin if his committee will be able to get some information about those institutions that are now building bond issue residence halls, where they are to refinance themselves. We would like to have that information.

PRESIDENT CLOYD: I didn't mean to cut off any other questions with reference to that report. I had an idea that that was probably a progress report, and we would hear more of it later. Any other questions about that report?

The next order of business is a special order, and that is the report of the Special Committee to investigate (1) A change of name for the Association; and (2) A study of the objectives of the Association. Dean Wesley P. Lloyd of Brigham Young University.

MR. WESLEY P. LLOYD: Mr. President and Members of the Association: This is a follow-through of the report by George Small of the Special Committee. One is the finding of the questionnaire in regard to the change of name for the Association. Second, the study of the objectives of the Association.

I am going to cut through to the original questionnaire, and question 1 on section 1, regarding the question of a more definite title for the Association, question 1 is, "Are you satisfied with the present title?" Sixty-five answered yes, 29 answered no. There were 2 undecided. Among the 65 who answered yes, there were four who listed titles that they would prefer above the one that they were satisfied with. This is partly invalidated by the fact that the majority of the blanks were turned to the dean of men's offices, and we seem to have had not a great many reactions from the deans of students and from the offices and assistants of deans of students.

I shall attempt to make, in addition to these brief summaries, some comments on bases of judgment. Some comments—of those who voted "yes" on question 1, that is that they were satisfied with

the present name title: One said, "In time, the deans of students birth rate may make the change necessary." One suggested "The National Association of Student Personnel Directors" as a title would be better than the one with which he was satisfied. "I do not believe the time has come to make the change in name." Most were considerably concerned about the deans of women. One said, "Do these names suggest a desire to eliminate our maleness? Personally I prefer our present name, but if a change must be made, keep the men in it. Underline the men." Another: "All of these sweetly ignore our colleagues, the deans of women, and imply that our Association might become coeducational."

Certain ones voted "no" under these general reasons. I have tried to classify them as to types. "The present title is not truly descriptive of the membership of the Association." "Because of the distinction between academic deans and deans of students often being unwise, we might all benefit by meeting together." A number said, "It is too long. Cut it short—make it just straight Deans of Men." I believe that one came from a dean of men. One said, "They are all worse than the present one"—that is, all the other suggestions that were listed there.

Those who favored a change generally regarded our present name as not descriptive of our Association, and also long and awkward. Another, "a dean of students and a dean of men have very different functions. The title is not descriptive of the membership or their work. Many of the members are working with the total problem of student life, including men and women." Six gave that almost identical answer. "It is not definitive of what I would prefer the Association to include," said another. "It does not describe accurately the functions." I am now just repeating what seemed to be the common answers. "Not sufficiently inclusive." "Bulky and awkward." "Does not represent the broad base or scope of the organization."

Question 2, then, we have answered in summary. "If your answer is no, what is your objection to the present organization?"

We move to question 3, which puts the same story in a different form: "Do you think the name should be changed?" Yes, 27; no, 63. And again, of these who suggested the name should not be changed, a few went on to suggest names that were much better. Therefore, I call to your attention the problem of the lack of validity of certain conclusions of the questionnaire, and that becomes a basis of our discussion in a moment, and makes us feel not in any sense tied directly to the questionnaire.

Some of these names were written in as possibilities: National Association of Student Personnel Directors. That was not listed, you recall, on the regular questionnaire. The National Association of Deans and Directors of Student Affairs. The National Association of Student Personnel Officers. That answered question 5, on "What is your suggestion?"

And now we come to a vital section of this questionnaire, question 6: "The following names have been suggested. Do you like any of them? If you do, mark your preference in order, 1, 2, 3, etc." Among those who voted for a change in the Association name, 14 prefer the title "National Association of Deans of Students"; 23 prefer the title, "National Association of Deans and Advisers of Students"; 7 prefer the title, "National Association of Deans and Student Personnel Directors"; 4, "National Association of Directors of Student Life and Welfare"; 8 prefer the title "National Association of Student Administrative Officers." And we have one who voted for "National Association of Student Deans and Advisers of Men."

I call to your attention one significant item, that when we divide those who want a change, when we divide those men up into five or six categories, we find that those desiring change are so split up that it is a difficult thing to compare them with those who desire to retain the present title. I add, therefore, that a majority of those who desire to change, voted for this number (b), National Association of Deans and Advisers of Students.

There is evidence that regardless of the name, the members of the Association want to keep it a men's organization. Some feel that this can be kept a men's organization regardless of the name, and that the personnel can be determined by a by-law, and therefore we should not be too sensitive about whether or not the word "men" comes into the title of the Association.

There is the problem of finding for the Association a title that is truly descriptive of the personnel and functions. I submit, therefore, this very brief summary, somewhat inadequate summary, of your reactions to the questionnaire.

PRESIDENT CLOYD: What is the wish of the organization? I am of the opinion we would probably gain by discussing this item now, before we go into the second part of the report. Any objection to that?

MR. BALDWIN: How many institutions represented here are men only? (10 raised their hands)

PRESIDENT CLOYD: Out of 5100 students, I have 51 women, so I will have to hold up my left hand on that. Ten are men only. I think, then, we shall call for discussion on the report on the question of change of name. I had an idea we would have a great deal of discussion on this item.

MR. GARDNER: In order to expedite matters, I move you that we do not change the name of the Association.

... The motion was regularly seconded ...

PRESIDENT CLOYD: It has been moved and seconded that we do not change the name of our Association. Is there any discussion? Dean Lloyd would like to speak on that.

MR. LLOYD: I am going to suggest that we have certain obligations to men who have never yet been affiliated with our organization. I have just gone over a quick count of the listing of men registered here, and find, out of the 174, that there are 70 deans of men, and the remainder are a group of varying titles—deans of students, associate deans of students, assistant deans of men, counsellor for men, and otherwise. I am sure no member of this Association would desire to adopt any name that would minimize the place of the dean of men in the Association. I feel equally sure that no one here would be in any sense desirous of minimizing the work of the past in the very rich and colorful history of the Association. I am very strongly, however, of the feeling that the name of this Association should be descriptive of the function of the personnel and the work.

But after that has been said, it seems to me that as members of the Association, we are under some obligation to establish a degree of flexibility, so that new men coming into this field have a right to be able to be beckoned in this direction by an organization that describes their work, particularly in the light of the number of organizations that are now making very strong bids for deans of students.

Our survey shows a very definite trend towards a centralization of organization, and probably a decentralization of function. Therefore, I am going to suggest, and give reasons why I feel that I personally will vote against the motion. The survey shows that the title is not in any sense descriptive. Our name should point to the present and to what is ahead, rather than to a mere reflection of past and present. The change in name to such a name as the National Association of Deans and Advisers of Students is susceptible to reduction to initials, N.A.D.A.S. And for those reasons, and others which likely are somewhat evident, I feel that we would do some degree of limitation that is unnecessary to an Association by retaining the present title.

MR. MacMINN: Don't we have the cart before the horse here? As I recall, in the questionnaire, it was asked if we should include industrial and business personnel people. Now, shouldn't we decide what the composition of the group is going to be, before we decide what the name is going to be?

PRESIDENT CLOYD: Dean MacMinn has reference, I think, to part 3 of the questionnaire, in his question there.

MR. LLOYD: It may be helpful at this point to say that the great majority were not in favor of including high school deans or industrial personnel as regular members. That will come out in our next discussion.

MR. NEWMAN: I wanted to ask Don Gardner and some of the others who have had the contacts with other agencies and Associa-

tions if they have experienced any handicap by the name, or if they think it would be better served by a broader base.

MR. GARDNER: If I may, I would like to say a word. I am in agreement with Wesley about changing the name. I do not think that it is quite what we want. But I think it is rather a tricky thing myself, in view of all the other changes which are taking place, to possibly change our name at such a moment. I believe, Wes, I was the one who suggested National Association of Student Deans and Advisers of Men. But I feel myself, Mr. President, that we are at a place in this entire personnel picture where at this moment a change of name might indicate, shall I say, internal friction, or lack of clarity, which may exist in the organization. But I myself hope that within a year or so, we may be able to discover a euphonious title which will describe our work and the membership much more accurately than the present. But that is why I made the motion not to change at this time.

PRESIDENT CLOYD: Having been in an institution that has changed its name three times, I am inclined to want to keep the name like it is.

The question has been called for. The motion is that we do not change the name. As many as favor the motion, will you let it be known by raising your right hand? Are you ready for the question?

SECRETARY TURNER: It will be much simpler to count the other way. It will run around 60, I think.

PRESIDENT CLOYD: Now, as many as are opposed to the motion, please raise your right hand. (11 raised their hands)

Eleven appear to be opposed to the motion. Therefore I would say that the motion is carried. There will be no change of name now.

Now, Dean Lloyd, we would like to have the second part of your report.

MR. LLOYD: Having emerged from one victorious round, I move into another (laughter)—the question of the purpose of the Association.

In this part of the questionnaire, the answers are somewhat more indicative of majority thinking, and a little more to the point. The question of the purpose of the Association. I shall take the time to read part of the first page, which gives us a background for these few questions:

"Our Constitution is simple and objective, and has allowed for adequate elasticity in membership, as demonstrated by the fact that at the Ann Arbor meeting, men with 53 different titles attended. Article 2 of the constitution states 'The purpose of the Association is to correlate and study the most effective methods of service in the field of student welfare for men.' Article 3 of the constitution states, 'Section 1: Any educational institution shall be eligible to apply for

membership. Section 2: Any institution may become a member of the Association upon acceptance of its application by the Executive Committee and upon payment of dues.' Subsequent revision of the constitution has strengthened Section 1 to restrict membership to four-year-degree-granting institutions recognized by their regional accrediting agencies.

"Questions which have been raised about the objectives and membership requirements include the following: Is our objective adequately stated? Why are junior colleges not admitted? Why does not this Association provide for a junior membership of some kind for high school advisers?

"With this review of the problem, will you give us your reactions to the following questions: (1) Are you satisfied with the present Section 2 in the constitution which states the purpose of the Association?" Yes, 70; no, 93. No. 2: "If no, what suggestions do you have to make?"

I am going to repeat now the one sentence where most of the objection arose, and give the changes recommended: "The purpose of the Association is to correlate and study the most effective methods of service in the field of student welfare for men." The majority of those objecting did not like the word "welfare." They also did not like the limitation to "men." Several suggestions came in this form, with this change: "The purpose of the Association is to correlate and study the most effective methods of service to students." Another asked that "The purpose of the Association is to correlate and study the most effective methods of service to students, and to promote fellowship among those engaged in the profession." I think we should take no longer time on that, because it requires a regular study with words before us, rather than just a quick shot at it in this sense.

Certain changes were recommended—I will mention three—that seem very common: "The wording should be brought up to date." "Substitute 'student personnel services' for 'student welfare,' the connotation of which latter term smacks too much of family welfare and social welfare." Another, "Eliminate the 'men' from the first paragraph." And the other borders onto our next question, "Include junior colleges."

Question 3: "Has the membership of the Association been too restricted?" Eight said yes; 84 answered no. I should like to turn to one specific answer, because I think it is therapeutic for this group; certainly it was for me. One younger member answered: "The organization is too much like a college fraternity. I have never had a colder reception or felt more out of place than I did at such-and-such a meeting."

Question No. 4: "If yes, what suggestions do you have?" The suggestions were primarily that junior colleges should be—that is, five said that junior college deans should be admitted to the Association. One said high schools. One suggested adding the academic deans. One said that we should add anyone interested in personnel work.

That, I think, helps to answer the question raised down here a moment ago.

Question 5: This deals with the revision of the constitution to allow junior college membership. "(a) Are you in favor of full membership for junior colleges?" Eleven answered yes; 66 answered no. "Are you in favor of junior membership for junior colleges?" Fourteen answered yes; 55 answered no. "Are you in favor of the privilege of attending meetings without membership for junior colleges?" Forty-nine answered yes; 24 answered no.

Now, the high school advisers problem comes in for full membership. Four were in favor of admitting high school advisers; 76 opposed. Six favored junior membership for the high schools, and 63 opposed junior membership. Thirty-one thought it would be well to allow high school representatives to attend the meetings; 45 opposed even the attendance at the meetings.

Now we come to the section on personnel workers in business and industry. Seven asked for full membership for that group, and 74 were opposed to membership. Four were in favor of junior membership, and 58 opposed to junior membership. There was a change, however, when the problem of attending meetings came up, and the survey indicates 54 favored inviting personnel workers from business and industry to attend the meetings; 31 were opposed to their attending the meetings.

Question 6: "In your opinion, should we relinquish our policy of keeping the Association fairly small, in order to retain the closely-knit personal friendliness as expected of the Association, and encourage the growth into a much larger organization?" Fifteen voted in favor of relinquishing, and spreading the Association; 79 voted to retain present policies.

The next question, 7, asks why they voted as they did, and please explain their answer. I believe, Mr. President, if we go into an exhaustive discussion of all of these reasons, we are going to be here until the next annual meeting. With your permission, therefore, I will skip that phase, and go to question 8: "Our Association has been invited repeatedly to give up its policy of isolation and to become a member group in the Association of Personnel Workers." This is the last question, and came in for a good deal of vehement answering. "Do you believe we should become a member of the Association of Personnel Workers, under the following possibilities: (a) Give up our policy of isolation and become a part of this Association of Personnel Workers?" Three answered yes; 86 answered no.

"(b) Continue as we have with our own organization standing on its own feet independently?" Eighty-two members said yes; 6 members no. "(c) Shall we continue on our own, but seek a representative membership in the Association of Personnel Workers, thus placing a representative on the Executive Committee of the group?" Fifty-one favored this move, to place a representative on the Executive Committee of the other Association, and 30 opposed that representation.

Now, there are numerous excellent reasons for voting that have been listed, but this gives substantially the summary of the findings of these two parts of your questionnaire. (Applause)

PRESIDENT CLOYD: You have heard this interesting report. Is there discussion at this time, or a motion with reference to this report?

MR. DuSHANE: I move that the Committee be commended for the report, that the Executive Committee of this organization be authorized to go over the results and make recommendations to us at our next annual meeting, and that the incoming President be authorized to appoint a committee to consider restating the aims of the organization.

. . . The motion was regularly seconded . . .

PRESIDENT CLOYD: Is there any discussion on the motion? If not, as many as favor the motion, let it be known by sawing, "aye"; opposed, the contrary sign. The "ayes" have it, and the motion is carried.

The next item is the Annual Business Meeting, with reports of Committees, and the first committee that we will call on is the report of the Resolutions Committee, of which Dean Walter was Chairman. He was forced to leave, but he has left his report to be read by Dean Dickinson.

DR. JAMES A. DICKINSON: I regret that Mr. Walter had to leave.

Mr. President, the Committee on Resolutions, composed of J. P. Anderson of Arkansas, J. A. Dickinson of Carnegie Institute of Technology, A. D. Enyart of Rollins College, Florida, R. E. Manchester of Kent, J. L. Rollins of Harvard, and E. A. Walter of Michigan, Chairman, presents this report for your consideration:

1. "BE IT RESOLVED: That the National Association of Deans and Advisers of Men record with deep sorrow the death of John Richie Schultz, President of Allegheny College, August 11, 1947, at the age of 63 years.

"BE IT FURTHER RESOLVED: That the Association pause in conference assembled for a period of silent tribute to his memory and in sympathy for his family; and

"BE IT FURTHER RESOLVED: That a copy of this resolution be sent to the members of his family."

2. "BE IT RESOLVED: That the National Association of Deans and Advisers of Men record with deep sorrow the death of Alvan Emile Duerr, November 18, 1947, at the age of 74 years. Dr. Duerr was one of two honorary life members of this Association. His distinguished work on behalf of the fraternity cause in this country and Canada is known and recognized not only by the members of the National Interfraternity Conference but by all of us as well.

"BE IT FURTHER RESOLVED: That the Association pause in conference assembled, for a period of silent tribute to his memory, and in sympathy for his family, and

"BE IT FURTHER RESOLVED: That a copy of this resolution be sent to the members of his family."

3. "BE IT RESOLVED: That the National Association of Deans and Advisers of Men record with deep sorrow the death of Columbus Rudolf Melcher, Dean of Men, Emeritus, of the University of Kentucky, March 23, 1947, at the age of 83 years. Dean Melcher served this Association as its President in 1925-26.

"BE IT FURTHER RESOLVED: That the Association pause in Conference assembled for a period of silent tribute to his memory, and in sympathy for his family, and

"BE IT FURTHER RESOLVED: That a copy of this resolution be sent to the members of his family."

PRESIDENT CLOYD: These three, I believe, are the same type of resolution, and I think we should take them up before proceeding. As many as favor the adoption of these resolutions dealing with the death of our members, will you please stand for a moment?

. . . The members arose and stood in silent tribute . . .

MR. DICKINSON: "BE IT RESOLVED:

4. "That the Association record its approval of the counseling and testing services as now conducted by Veterans' Counseling and record further its desire to continue such services by the colleges and universities after federal support may be withdrawn."

5. "That the Association continue to recognize the good work of the National Conference of College Fraternities and Societies, by giving the Conference its help and support."

6. "That the Association express its sincere gratitude to Southern Methodist University for its hospitality and cordiality, and to President Umphrey Lee for his warm words of welcome."

7. "That the National Association of Deans and Advisers of Men extend its genuine appreciation to Dean and Mrs. A. C. Zumbrunnen, and to Assistant Dean and Mrs. Willis M. Tate for their gracious hospitality, and their solicitous regard for the comfort and pleasure of members and their guests."

8. "That the Association send its kindest regards and best wishes to members who found it impossible to meet with us this year."

9. "That the Association express to Dean Donfred H. Gardner its sincere appreciation for his incisive address on the problems that confront us in our work today; to Dean George D. Small and his Special Committee on the 1948 Functional Survey of the Association, particular appreciation for a very difficult task extraordinarily well done; and to Dr. W. H. Cowley our most sincere thanks for a challenging and masterly address on the problems to be met by our profession and the suggested solutions for those problems."

10. "That the Association record its thanks to the officers and members of the Executive Committee for making the 30th Anniversary Meeting of the Association possible; and further that Fred H. Turner be complimented upon his eleven continuous years of faithful and distinguished service to the Association as its Secretary-Treasurer, and its official pianist." (Laughter)

Mr. President, I move the adoption of these resolutions.

PRESIDENT CLOYD: What is your wish? Is there a second?

MR. J. L. BOSTWICK (Allegheny College): I second the motion.

PRESIDENT CLOYD: I take it, then, that the resolutions as presented be adopted—or shall we consider them seriatim?

SECRETARY TURNER: I would like to raise a question. I don't know whether you would want to take these up individually or not, but this resolution that came out of the larger group I think is unwise. That is a matter for the colleges themselves, and if you read that again, I think you will see my implication. That is the matter of the colleges continuing the Veterans' Counseling type of thing, after the Veterans' Counseling quit it. Whom will we send such a resolution to—all the colleges in the country? That is the implication of it.

PRESIDENT CLOYD: Read that again, please.

MR. DICKINSON: The resolution in question: "That the Association record its approval of the counseling and testing services as now conducted by Veterans' Counseling and record further its desire to continue such service by the colleges and universities after federal support may be withdrawn."

PRESIDENT CLOYD: Now I may get tangled up here on parliamentary procedure. The motion is that we adopt the resolutions as presented. Fred has asked that this be read again. Having had it read again, I think I shall put the original motion, if there is no objection.

MR. BURSLEY: I move to amend to eliminate that particular resolution, which shall then be considered separately if so desired.

PRESIDENT CLOYD: Joe Bursley has made the motion that we amend and remove this particular resolution for our present vote, to be considered separately if you desire it.

SECRETARY TURNER: I second the motion.

PRESIDENT CLOYD: Now, is there any discussion of the amendment? If not, those in favor of the amendment please make it known by saying, "aye"; opposed, "no." The amendment is carried.

We now revert to the original motion that the resolutions as presented be adopted, with the exception of this one, which will be considered separately. Are you ready for the question? As many as

favor the motion, let it be known by saying, "aye"; opposed, "no." The motion is carried.

Now, is there a request to consider this resolution with reference to counseling and veterans' advice independently?

MR. HENDRIX (University of Alabama): I move that we consider that resolution, and I move the passage of it. I am not sure about the wording, but I think the thought behind that resolution was something like this: That many an institution has had grow up on its campus, not by accident but by design and plan during these years, a type of service for veterans which was considered by people in the work that we are in as a type of service they wished to see continued when the war was over.

Now, I think that there will come a critical time about these centers, when they have to be written into college budgets, and I am not sure about the wording of this resolution, but I believe that this Association, if it believes in that type of service, might be of assistance to its individual members in adopting a resolution stating the value of that work and recommending that it be continued. I am not sure that there is any help in circularizing the colleges of the United States about that point, but it is my belief that officers such as we are may find such a resolution helpful in the fight that is going to go on in many institutions to convince the top administrative officers of the colleges and universities that an expenditure to maintain this type of service is well worth making.

PRESIDENT CLOYD: I believe that we need now a motion to consider this resolution. Will you read the resolution as you have it?
... Mr. Dickinson read the resolution again ...

PRESIDENT CLOYD: Is there a motion now with reference to this resolution?

MR. HENDRIX: I move that we adopt it.
... The motion was regularly seconded ...

PRESIDENT CLOYD: It has been moved and seconded that the resolution be adopted. Any discussion?

MR. PAUL L. TRUMP (University of Wisconsin): As I get it, the motion implies that this Association will continue the service. That isn't what we want. Our desire is to see the services continue?

PRESIDENT CLOYD: I think that was the idea of the discussion as I heard it. The resolution as stated says that we "record further its desire to continue such services." Your suggestion would be "that such services be continued"?

MR. TRUMP: "Our desire to see such services continued"—something to that effect.

PRESIDENT CLOYD: Is there any objection to that change of wording there in the resolution?

MR. GRIFFIN: I had something to say about this the other night. I think that one of the things that can be accomplished here, can be accomplished if possible by a transfer of records from the Veterans' Testing and Counseling Service to the universities, in cases where those people went to the university. The people who are doing this work want to know ultimately how effective it has been, and I think this resolution might well include some kind of statement to the effect that if these records can be made available to the university counseling and testing service, it should be done. I don't know whether the Veterans' Administration will allow it or not.

MR. GARDNER: I was the only one who voted against this the other night in the meeting. I appreciate Dean Anderson's point, but the way this motion is worded and the way my understanding was, that you expect or ask institutions to continue counseling service of their own; and then on the other hand, the implication is that the institution would continue this type of service.

Now, this type of service is established by the federal government, is open to all veterans, whether they go to college or not, of either Class 346 or PL 16, and that part, my own institution of course could not undertake, as it is too great.

I appreciate Dean Hendrix' point that some men may need support on their campuses to influence their presidents to give them money for a testing service, remedial service, or something else. I, however, am not of the opinion that this is the way to get that done, by simply approving what the federal government has done, many things of which I do not approve of, and I certainly don't think any of us in the room want to burden our institutions with a complete counseling service which these counseling centers involve.

Therefore, I am opposed to the motion.

MR. J. FENTON DAUGHERTY (University of Delaware): I would just like to say that the Guidance Center in Delaware, which is now under the V. A., and the university is running for the V. A. —we are already making plans to bring that guidance center to the university as our testing bureau for all students; not for the veterans who will be in on-the-job training, but for the students in the university, both G. I.'s and non-G. I.'s.

MR. HENDRIX: Mr. President, this may be simply confusing the issue, but I would like simply to make a motion, if I may change that with the consent of the second, that the consensus of this body is that the type of service rendered through these Veterans' Administration Guidance Centers is of extreme value, and that the Association recommends to its membership that that type of service be continued.

Now, if my seconder will join me in this, I would like to further add that the Secretary of the Association be instructed to word the resolution in line with the objectives of this organization. In other words, I don't have this written resolution before me, but unless I

am mistaken, there is going to be a missing of the boat over the country, when the pressure of money gets on, about the matter of these testing and counseling centers, which are not in the exact form I think that any educational institution would want, but which have in them enough of the idea and the plan to be adapted and continued.

It is my belief, further, that a resolution from this Association would be of help to many an institution in the next two years about the matter of continuing that service.

PRESIDENT CLOYD: Does the seconder of Dean Hendrix' motion agree to his substitution?

. . . The seconder of the motion agreed . . .

PRESIDENT CLOYD: The seconder does agree, and as I understand it, it is the consensus of this organization that a resolution of this type should be presented, with the Secretary to reword this resolution. Is that satisfactory? As many as favor that, will you let it be known by saying, "aye"; opposed? The "ayes" seem to have it.

MR. NOWOTNY: Mr. President, if I had been on the job, this wouldn't be necessary. I believe it ought to be included in our resolutions. We have had four people who have been pretty faithful in making the mechanics of this meeting go smoothly, and I move you, Sir, that we include our appreciation to Joe Isen, Miss Hazel Yates, Miss Frances Armstrong, the Secretary of Willis Tate, and Mrs. Frierson, the secretary to Dean Zumbrunnen. They worked hard out here and out in front, and I move you that that be added to the resolutions.

. . . The motion was regularly seconded . . .

PRESIDENT CLOYD: You have heard the motion, which has been seconded. As many as favor this motion, make it known by saying, "aye"; opposed, "no." The "ayes" have it, and the motion is carried.

Now, as many as favor the adoption of the report of the Committee on Resolutions, will you express that by saying, "aye"; opposed, "no." The report of the Resolutions Committee is adopted.

MR. DONALD R. MALLETT (Purdue University): Dean Davis and I have been asked a few times during the meeting as to whether or not Purdue is going to offer the House Mothers Training School as was offered before the war. The answer is that it will not be offered this summer as a special unit. However, the House Mothers Training School is being incorporated as a special group within the Annual Guidance Workshop which will be offered on the campus. The House Mothers Training Program will be offered from June 21 to July 3. The same type of leadership which was there before the war will be available.

Mrs. Ruth McCarn, Counselor to Women at Northwestern University, will be there. Mrs. Hester White Kretz, Dean of Women at

Warrensburg State College, will be there to lead discussion on the special problems facing house mothers. Also, there will be a program conducted in conjunction with the Home Economics School at Purdue which will cover problems on food and housekeeping in group living quarters.

The cost of this is \$20.00 for tuition, \$45.00 or \$50.00 for room and board, depending upon whether the accommodations are in double or single rooms. The dates once again, June 21 to July 3, and I think we will send out notices to all of the men registered to give them further details.

PRESIDENT CLOYD: Is there any new business? If there is no further business, do I hear a motion to adjourn?

. . . The motion to adjourn was regularly made, seconded, and carried . . .

PRESIDENT CLOYD: We stand adjourned.

. . . The meeting adjourned at twelve-fifteen o'clock . . .

APPENDIX A

Official Roster of Those in Attendance at the Dallas Meeting

Name	Institution	Title
Abel, E. Glynn	Southwestern	Dean of Men
Allen, James G.	Texas Tech College	Dean of Men
Alter, Foster E.	University of Miami	Dean of Men
Anderson, John P.	University of Arkansas	Dean of Students
Baker, Everett M.	Mass. Inst. Technology	Dean of Students
Baldwin, Frank C.	Cornell University	Counselor of Students
Bates, Robert E.	Virginia Poly. Inst.	Director of Student Affairs
Beaty, R. C.	University of Florida	Dean of Students
Beltzig, E. Harry	University of Missouri	Asst. Director Student Affairs
Betz, Edward S.	College of Pacific	Dean of Men
Biddle, Theodore W.	University of Pittsburgh	Dean of Men
Bishop, Robert W.	University of Cincinnati	Dean of Men
Blocker, Clyde E.	University of Tulsa	Counselor for Men
Boensch, Paul Austin	University of Mississippi	Manager of Men's Housing
Borreson, B. J.	University of Minnesota	Director of Student Activities
Bostwick, J. L.	Allegheny College	Dean of Men
Bosworth, E. F.	Oberlin College	Dean of Men
Brailey, Lester G.	Marshall College	Dean of Men
Bredt, Carl V.	University of Texas	Asst. to the Dean of Stu. Life
Brown, Forrest D.	Fresno State College	Dean of Students
Burdin, L. Gray	Butler University	Dean of Men
Burts, Richard C., Jr.	Mercer University	Dean of Men
Bursley, Joseph A.	University of Michigan	Dean of Students Emeritus
Bushong, George E.	Southern Methodist Univ.	Director Employment and Placement
Carter, Edward M.	Park College	Dean of Men
Chandler, L. E.	Southeastern La. College	Dean of Men
Clark, Charles T.	University of Texas	Assistant to the Dean of Student Life
Clippinger, Frank W.	Drury College	Dean of Men
Cloyd, E. L.	North Carolina State Coll.	Dean of Students
Cole, J. P.	Louisiana State University	Director of Student Life
Congdon, Wray H.	Lehigh University	Dean of Students and Dir., Personnel Services
Conklin, Arch B.	Bowling Green State Univ.	Dean of Students
Cowley, W. H.	Stanford University	Prof. of Higher Education
Cranfill, S. E.	Wayland College	Dean, Wayland College
Creager, W. T.	Sam Houston St. Teachers	Dean of Men
Crowe, S. E.	Michigan State College	Dean of Students
Curtin, Edgar G.	Rutgers University	Acting Dean of Men
Daniels, Stewart D.	Alpha Tau Omega	Executive Secretary
Daugherty, J. Fenton	University of Delaware	Dean of Men
Davis, George E.	Purdue University	Director, Student Affairs
Dawson, Eugene E.	Kansas State Teachers Coll.	Dean of Men
De Marino, Daniel A.	Penn State	Asst. Dean of Men
Dickinson, James A.	Carnegie Inst. of Technology	Dean of Men
Dils, Eugene W.	Washington State	Associate Dean of Students
Dirks, Louis H.	De Pauw University	Dean of Men
Dowling, Leo R.	Indiana University	Assistant Dean of Students
Dunford, Ralph C.	University of Tennessee	Dean of Students
Dunham, Charles V.	University of Texas	Dean of Men
DuShane, Donald M.	University of Oregon	Director of Student Affairs
Eaton, Paul C.	Calif. Inst. of Tech.	Associate Dean

APPENDIX A (Continued)

Enyart, A. D.	Rollins College	Dean of Men
Eppley, Geary	University of Maryland	Director of Student Welfare
Farber, Robert H.	DePauw University	Assistant Dean of Men
Farrar, Joe D.	Arkansas State College	Dean of Men and Director of Counseling
Farrisee, W. J.	Clarkson Coll. of Tech.	Dean of Men
Field, Floyd	Georgia Tech.	Dean of Men Emeritus
Findlay, J. F.	Drury College	President
Fisher, Edgar J.	Inst. of International Education	Consultant
Foy, James E.	University of Alabama	Assistant to Dean of Students
Galbraith, M. J.	U. of I. Galesburg	Director, Student Welfare
Gardner, D. H.	University of Akron	Dean of Students
Gerber, Joe N.	Northwestern State College	Director of Student Personnel
Gittinger, J. Price	University of California College of Agri.	Supervisor of Student Affairs
Glos, Ray E.	Miami University	Dean, School of Bus. Adm.
Goodnight, S. H.	University of Wisconsin	Dean of Men, Emeritus
Gordon, Robert G.	University of Redlands	Dean of Men
Griffin, Robert S.	University of Nevada	Dean of Men
Griffin, Russell A.	Western Reserve Univ.	Dean of Men
Guess, R. Malcolm	University of Mississippi	Dean of Men
Guthrie, W. S.	Ohio State University	Jr. Dean, College of Arts and Sciences
Guy, John A.	Illinois Wesleyan University	Dean of Men
Haack, Arno J.	Washington University	Dean of Men
Harris, George A.	Texas College of Arts and Industries	Dean of Men
Hanson, Ernest E.	North Illinois State Teachers College	Dean of Men
Hendrix, Noble	University of Alabama	Dean of Students
Hindman, Darwin A.	University of Missouri	Director of Student Affairs for Men
Hocutt, John E.	College of William & Mary	Dean of Men
Holland, Jack	University of Texas	Asst. Dean of Men
Howard, Morris M.	Abilene Christian College	Dean of Men
Huber, E. Burks	University of Arkansas	Director of Housing
Huit, M. L.	State University of Iowa	Counselor to Men
Isen, Joe J.	Bona Fide Reporting Co.	Reporter
Jarchow, Merrill E.	Carleton College	Dean of Men
Jones, W. Mitchell	West Texas State College	Dean of Men
Juniper, Walter H.	Baylor University	Assistant Dean of the Univ.
Julian, J. H.	University of South Dakota	Dean of Student Affairs
Kenworthy, W. E.	Pennsylvania State College	Executive Secretary to the President
King, Tom	Michigan State College	Counselor for Men
Kirwan, A. D.	University of Kentucky	Dean of Men
Knapp, A. Blair	Temple University	Dean of Students
Knox, Carl W.	University of Illinois	Supervisor, Temporary Housing
Lattig, H. E.	University of Idaho	Director of Student Affairs
Linkins, R. H.	Illinois State Normal Univ.	Dean of Men
Lindberg, G. W.	Doane College	Dean of Men
Lloyd, Wesley P.	Brigham Young University	Dean of Students
Lucas, John W.	University of Omaha	Dean of Students
McBride, Otis	Florida State University	Dean of Men
McFall, Robert E.	Principia College	Dean of Men
Mallett, Donald R.	Purdue University	Asst. Dir. of Student Affairs
Martin, Edwin K.	University of Texas	Asst. to the Dean of Student Life
Mackie, Ernest L.	Univ. of North Carolina	Dean of Students
Marshall, G. E.	State University of Iowa	Advisor to Men
MacMinn, Paul	University of Oklahoma	Director of Student Affairs

APPENDIX A (Continued)

Manchester, R. E.	Kent State University	Dean of Men
Mathany, Howard V.	University of New Mexico	Dean of Men
Melvin, Harold W.	Northeastern University	Dean of Students
Mills, Culver C.	University of Illinois	Supervisor of Counseling
Miner, Robert J.	Miami University	Director of Student Affairs
Murray, Robert O.	Texas A. & M. College	Asst. Dir. of Student Affairs
Murphy, Paul G.	Kansas State Teachers Coll.	Dean of Administration
Musser, Malcolm E.	Bucknell University	Dean of Men
Neal, Joe W.	University of Texas	Advisor, Foreign Students
		Advisory Office
Newhouse, Dean	University of Washington	Director of Student Affairs
Newman, J. H.	University of Virginia	Dean of Students
North, Sidney B.	Alpha Phi Omega (Mo.)	National Secretary
Norton, J. B.	Trinity University	Dean of Men
Nostrand, Geo. (Rev.)	Western Reserve University	University Chaplain
Nowotny, Arno	University of Texas	Dean of Student Life
Page, R. E.	Parsons College	Dean
Park, J. A.	Ohio State University	Dean of Men
Penberthy, W. L.	Texas A. & M. College	Dean of Men
Perry, Rollin L.	Cornell University	Asst. Counselor of Students
Piskor, Frank	Syracuse University	Dean of Men
Pitre, T. P.	Mass. Inst. of Technology	Dean of Freshmen
Pylant, Lake R.	Wayland College	Dean of Men
Quinn, John F.	Rhode Island St. College	Dean of Men
Rece, E. H.	Emory University	Dean of Men
Rollins, J. Leslie	Harvard Graduate School of Business	Assistant Dean
	East Texas State Teachers College	Dean of Men
Rollins, J. W.	Loyola University	Dean of Men
Scannell, Richard	Northwestern University	Dean of Students
Saulberger, F. George	Northwestern State College	Assistant Dean of Men
Shultz, James W.	Stevens Inst. of Technology	Dean
Shumway, Waldo	University of Alabama	Asst. to the Dean of Students
Sikir, Henry J.	University of Arizona	Dean of Men
Slonaker, Louis	University of Tulsa	Dean of Admissions and Coordi- nator for Veterans
Small, George D.		Dean of Men
Stafford, E. E.	University of Illinois	Dean of Men
Somerville, J. J.	Ohio Wesleyan University	Dean of Men
Stone, Brinton H.	Alfred University	Dean of Men
Stone, H. E.	University of California	Dean of Students
Stratton, L. D.	Drexel Institute Technology	Dean of Men
Street, George M.	University of Mississippi	Student Asst. to Dean of Men
Streng, Adolph C.	Texas Lutheran College	Dean
Strozier, Robert M.	University of Chicago	Dean of Students
Sweitzer, Richard E.	State University of Iowa	Advisor to Foreign Students
Swanson, C. R.	St. Olaf College	Dean of Men
Tate, William	University of Georgia	Dean of Men
Tate, Willis M.	Southern Methodist Univ.	Asst. Dean of Students
Taylor, Gordon S.	Howard Payne College	Dean of Men
Taylor, Herman E.	University of Mississippi	Supervisor of Housing
Thompson, C. Woody	University of Iowa	Director Bureau Business and Economics Research
Thompson, J. Jorgen	St. Olaf College	Assistant to the President
Thompson, Jorgen S.	Augustana College	Dean of Men
Thompson, S. Earl	University of Illinois	Director of Housing
Tompkins, Willis L.	University of Kansas	Assistant Dean of Men
Trump, Paul L.	University of Wisconsin	Advisor of Men
Turner, Fred H.	University of Illinois	Dean of Students
Van Houten, Robert W.	Newark Coll. of Engineering	Dean
Voldseth, Edward	Carroll College	Assistant Dean of Men
Walter, Erich A.	University of Michigan	Dean of Students

APPENDIX A (Continued)

Walton, W. Truett	Hardin-Simmons University	Dean of Students
Watson, Walter S.	The Cooper Union	Admissions and Student Relations Officer
Warren, Neil D.	University of So. Calif.	Dean of Men
Weaver, Fred H.	University of N. C.	Dean of Men
Wieman, E. E.	University of Maine	Dean of Men
Wilson, R. W.	N. I. C. Lexington, Ky.	Chairman, Scholarship Com.
Witte, Raymond P.	St. Mary's University	Dean of Men
Wolleson, E. A.	Univ. of Ill. (Navy Pier)	Dean of Students
Wood, W. Ned	N. C. State College	Asst. Dean of Students
Woods, William G.	N. T. S. T. C.	Dean of Men
Woodruff, Laurence C.	University of Kansas	Dean of Men
Zinn, Bennie A.	Texas A. & M. College	Assistant Dean of Men
Zumbrunnen, A. C.	Southern Methodist Univ.	Dean of Students

APPENDIX B

Roster of Ladies Group

Mrs. Theodore W. Biddle	Mrs. Laurence W. Lange
Mrs. J. L. Bostwick	Mrs. G. W. Lindberg
Mrs. Carl Bredt	Mrs. R. E. Manchester
Mrs. Charles T. Clark	Mrs. Howard V. Mathany
Mrs. E. L. Cloyd	Mrs. J. B. Norton
Mrs. Perry Cole	Mrs. Arno Nowotny
Mrs. James A. Dickinson	Mrs. A. Louis Slonaker
Mrs. Louis Dirks	Mrs. H. E. Stone
Mrs. Ralph E. Dunford	Mrs. Willis M. Tate
Mrs. Donfred H. Gardner	Mrs. G. S. Taylor
Mrs. Lucile Moore Garrett	Mrs. C. W. Thompson
Mrs. Scott H. Goodnight	Mrs. Paul L. Trump
Mrs. Arno Haack	Mrs. Erich A. Walter
Mrs. Sally Moore Hatcher	Mrs. Laurence C. Woodruff
Mrs. J. H. Julian	Mrs. A. C. Zumbrunnen

APPENDIX C

Summary of Previous Meetings

Meet- ing	Year	Present	Place	President	Secretary
1	1919	6	Madison, Wisconsin	S. H. Goodnight	L. A. Strauss
2	1920	9	Urbana, Illinois	T. A. Clark	S. H. Goodnight
3	1921	16	Iowa City, Iowa	T. A. Clark	S. H. Goodnight
4	1922	20	Lexington, Kentucky	E. E. Nicholson	S. H. Goodnight
5	1923	17	Lafayette, Indiana	Stanley Coulter	E. E. Nicholson
6	1924	29	Ann Arbor, Michigan	J. A. Bursley	E. E. Nicholson
7	1925	31	Chapel Hill, N. C.	Robert Rienow	F. F. Bradshaw
8	1926	46	Minneapolis, Minnesota	C. R. Melcher	F. F. Bradshaw
9	1927	43	Atlanta, Georgia	Floyd Field	F. F. Bradshaw
10	1928	50	Boulder, Colorado	S. H. Goodnight	F. M. Dawson
11	1929	75	Washington, D. C.	G. B. Culver	V. I. Moore
12	1930	64	Fayetteville, Arkansas	J. W. Armstrong	V. I. Moore
13	1931	83	Knoxville, Tennessee	W. J. Sanders	V. I. Moore
14	1932	40	Los Angeles, California	V. I. Moore	D. H. Gardner
15	1933	55	Columbus, Ohio	C. E. Edmondson	D. H. Gardner

APPENDIX C (Continued)

16	1934	61	Evanston, Illinois	H. E. Lobdell	D. H. Gardner
17	1935	56	Baton Rouge, Louisiana	B. A. Tolbert	D. H. Gardner
18	1936	92	Philadelphia, Pa.	W. E. Alderman	D. H. Gardner
19	1937	80	Austin, Texas	D. S. Lancaster	D. H. Gardner
20	1938	164	Madison, Wisconsin	D. H. Gardner	F. H. Turner
21	1939	87	Roanoke, Virginia	D. H. Gardner	F. H. Turner
22	1940	58	Albuquerque, New Mexico	F. J. Findlay	F. H. Turner
23	1941	100	Cincinnati, Ohio	J. J. Thompson	F. H. Turner
24	1942	114	Urbana, Illinois	L. S. Corbett	F. H. Turner
25	1943	101	Columbus, Ohio	J. A. Park	F. H. Turner
26	1944	96	Chicago, Illinois	J. H. Julian	F. H. Turner
27	1945		Due to Office of Defense Transportation—No Meeting Held		
28	1946	142	Lafayette, Indiana	Earl J. Miller	F. H. Turner
29	1947	170	Ann Arbor, Michigan	Arno Nowotny	F. H. Turner
30	1948	173	Dallas, Texas	E. L. Cloyd	F. H. Turner

APPENDIX D

Roster of Members

Institution	Address	Representative
Akron, University of	Akron 4, Ohio	Donfred H. Gardner, Dean of Students Philip S. Sherman, Assistant Dean of Students
Alabama, University of	University, Alabama	Noble B. Hendrix, Dean of Students
Alfred University	Alfred, New York	Brinton H. Stone
Allegheny University	Meadville, Penn.	Horace T. Lavelly J. L. Bostwick
Antioch College	Yellow Springs, Ohio	Dean Barrett Hollister
Arkansas, University of	Fayetteville, Arkansas	John P. Anderson, Dean of Students
Arizona State College	Tempe, Arizona	Dean E. L. Edmondson
Arizona, University of	Tucson, Arizona	A. Louis Slonaker
Augustana College	Sioux Falls, S. Dak.	Jorgen S. Thompson
Baker University	Baldwin, Kansas	Benjamin A. Gessner
Beloit College	Beloit, Wisconsin	Harmon H. Conwell, Dean of College Gustav E. Johnson
Bethel College	North Newton, Kansas	P. S. Goertz
Bowling Green St. Univ.	Bowling Green, Ohio	Arch B. Conklin, Dean of Students
Brown University	Providence 12, R. I.	Samuel T. Arnold, Dean of the Univ. Robert W. Kenny, Dean of Students
Bucknell University	Lewisburg, Penn.	Malcolm E. Musser
Butler University	Indianapolis, Indiana	L. Gray Burdin, Chairman of Men's Council
California Inst. of Tech.	Pasadena, California	Franklin Thomas and Paul C. Eaton
California, University of	Berkeley 4, Calif.	H. E. Stone, Dean of Students
California, University of, at Los Angeles	Los Angeles 24, Calif.	Milton E. Hahn, Dean of Students Clyde S. Johnson, Assistant Dean of Undergraduates
Capital University	Columbus, Ohio	Theo Schalinske, Acting Dean
Carleton College	Northfield, Minnesota	Frank R. Kille, Dean of the College Merrill E. Jarchow
Carnegie Institute of Technology	Pittsburgh 13, Penn.	Douglas M. Miner, Director of Personnel and Welfare James A. Dickinson

APPENDIX D (Continued)

Carroll College	Waukesha, Wisconsin	Henry B. Kuizenga
Case Institute of Tech.	Cleveland, Ohio	Edward Voldseth, Assistant Dean
Cincinnati, University of	Cincinnati 21, Ohio	Frank E. Noffke, Counselor of Student Activities
Citadel, The	Charleston, S. C.	Robert W. Bishop
Clarkson College of Tech.	Potsdam, New York	Leaman A. Dye
Colorado College	Colorado Springs, Colo.	W. J. Farrisee
Colorado, University of	Boulder, Colorado	Juan Reid
Centre College of Ky.	Danville, Kentucky	Harry G. Carlson
Cooper Union, The	New York 3, New York	Clifford Houston, Dean of Students
Cornell University	Ithaca, New York	Earl C. Davis
Culver-Stockton College	Canton, Missouri	Prof. Walter S. Watson, Director of Student Relations
Dartmouth College	Hanover, N. H.	Frank C. Baldwin, Counselor of Students
Delaware, University of	Newark, Delaware	L. L. Leftwich
Denison University	Granville, Ohio	L. K. Neidlinger
Denver, University of	Denver 10, Colorado	J. Fenton Daugherty
DePaul University	Chicago, Illinois	Daniel D. Feder, Dean of Students
DePauw University	Greencastle, Indiana	T. J. Wangler
Doane College	Crete, Nebraska	Louis H. Dirks
Drexel Institute of Tech.	Philadelphia 4, Penn.	Kenneth A. Browne
Drury College	Springfield, Missouri	G. W. Lindberg
Florida State University	Tallahassee, Florida	L. D. Stratton
Florida, University of	Gainesville, Florida	Frank W. Clippinger
Fresno State College	Fresno, California	J. Broward Culpepper, Dean of Student Welfare
Georgia School of Tech.	Atlanta, Georgia	R. C. Beaty, Dean of Students
Grove City College	Grove City, Penn.	Forrest D. Brown
Hastings College	Hastings, Nebraska	George C. Griffin, Dean of Students
Hiram College	Hiram, Ohio	Robert E. Thorn
Idaho, University of	Moscow, Idaho	F. E. Weyer
Illinois Institute of Technology	Chicago 16, Illinois	Melvin A. Anderson
Illinois State Normal U.	Normal, Illinois	Herbert E. Lattig
Illinois, University of	Urbana, Illinois	Clarence E. Deakins, Director of Student Services
Illinois Wesleyan Univ.	Bloomington, Illinois	John F. White, Dean of Students
Indiana University	Bloomington, Indiana	R. H. Linkins
Iowa State College	Ames, Iowa	Fred H. Turner, Dean of Students
Iowa, The State Univ. of	Iowa City, Iowa	John A. Guy
Kansas State Teachers College	Emporia, Kansas	R. L. Shoemaker, Dean of Students
Kansas State Teachers College	Pittsburg, Kansas	M. D. Helser
Kansas, University of	Lawrence, Kansas	Dewey B. Stuit, Dean of Student Personnel Services
Kent State University	Kent, Ohio	Victor T. Trusler
Kentucky, University of	Lexington 29, Ky.	Eugene Dawson, Acting Dean
Lafayette College	Easton, Pennsylvania	Paul G. Murphy, Dean of Adm.
Lawrence College	Appleton, Wisconsin	Laurence C. Woodruff
Lehigh University	Bethlehem, Penn.	R. E. Manchester
Louisiana State Univ.	Baton Rouge 3, La.	A. D. Kirwan
Louisville, Univ. of	Louisville, Kentucky	Frank R. Hunt
Loyola University	Los Angeles 45, California	George Walter
Maine, University of	Orono, Maine	Wray H. Congdon, Dean of Students
Marshall College	Huntington 1, W. Va.	Perry Cole, Dean of Students
Maryland, University of	College Park, Md.	Arden O. French
		Morton Walker
		Richard Scannell, Dean of Men
		Elton E. Wieman
		Lester G. Brailey
		Geary Eppley

APPENDIX D (Continued)

Massachusetts Institute of Technology	Cambridge, Mass.	Everett Moore Baker, Dean of Students; T. P. Pitre
Mercer University	Macon, Georgia	Richard C. Burts, Jr.
Miami University	Oxford, Ohio	Robert Miner, Director of Student Affairs W. E. Alderman, Dean of College of Arts and Sciences Foster E. Alter Tom King, Counselor for Men Erich A. Walter, Director of Student Affairs
Miami, The Univ. of	Coral Gables 34, Fla.	E. G. Williamson, Dean of Students
Michigan State College	East Lansing, Mich.	R. Malcolm Guess
Michigan, University of	Ann Arbor, Michigan	Darwin A. Hindman, Director of Student Affairs for Men E. Harry Beltzig, Asst. Director of Student Affairs for Men
Minnesota, University of	Minneapolis 14, Minn.	Mr. H. G. Klemme
Mississippi, University of	University, Mississippi	J. Earl Miller
Missouri, University of	Columbia, Missouri	Paul J. Ritter
Montana State College	Bozeman, Montana	Roy D. Hassler
Montana State Univ.	Missoula, Montana	Perry F. Kendig, Dean of Students
Montclair State Teachers College	Montclair, New Jersey	T. J. Thompson, Dean of Student Affairs
Moravian College	Bethlehem, Penn.	W. A. Medesy
Muhlenberg College	Allentown, Penn.	Howard V. Mathany
Nebraska, University of	Lincoln 8, Nebraska	William Bush Baer
New Hampshire, Univ. of	Durham, New Hampshire	Robert W. Van Houten
New Mexico, The Univ. of	Albuquerque, New Mex.	William Hazell, Jr., Associate Dean
New York University	New York, New York	Ed. L. Cloyd, Dean of Students
Newark College of Engineering	Newark 2, New Jersey	Ernest L. Mackie, Dean of Students
North Carolina St. Coll.	Raleigh, N. Carolina	Fred Weaver
North Carolina, The University of	Chapel Hill, N. Car.	Harold W. Melvin, Dean of Students
Northeastern University	Boston 15, Mass	Ernest E. Hanson
Northern Illinois State Teachers College	DeKalb, Illinois	James A. Meldrum
Northwestern University	Evanston, Illinois	F. G. Seulberger, Dean of Students
Oberlin College	Oberlin, Ohio	E. F. Bosworth
Ohio State University	Columbus 10, Ohio	Joseph A. Park
Ohio University	Athens, Ohio	William S. Guthrie, Junior Dean Maurel Hunkins
Ohio Wesleyan Univ.	Delaware, Ohio	Philip L. Peterson, Associate Dean
Oklahoma A. & M. Coll.	Stillwater, Oklahoma	J. J. Somerville
Oklahoma, University of	Norman, Oklahoma	C. H. McElroy
Omaha, University of	Omaha, Nebraska	Paul MacMinn, Director of Student Affairs
Pacific, College of the	Stockton 27, California	O. D. Roberts, Counselor of Men
Park College	Parkville, Missouri	John W. Lucas, Dean of Students
Parsons College	Fairfield, Iowa	Edward S. Betz
Pennsylvania State Coll.	State College, Penn.	Edward M. Carter
Pittsburgh, University of	Pittsburgh 13, Penn.	Ralph E. Page
Princeton University	Princeton, New Jersey	A. Ray Warnock
Principia, The	Elsah, Illinois	Daniel A. De Marino, Asst. Dean
Purdue University	Lafayette, Indiana	Theodore W. Biddle
Redlands, University of	Redlands, California	Francis R. B. Godolphin Garner E. Hubbell George E. Davis, Director of Student Affairs Don Mallett Robert Gordon

APPENDIX D (Continued)

Rhode Island State Coll.	Kingston, Rhode Island	Harold W. Browning John F. Quinn William J. Peterman A. D. Enyart William Speer George K. Brown Carl Swanson J. H. Julian, Dean of Student Affairs L. E. Chandler Neil D. Warren, Dean of Men Marshall S. Hiskey A. C. Zumbunnen, Dean of Students E. Glynn Abel Lawrence A. Kimpton, Dean of Students Everett Hunt Frank Piskor A. Blair Knapp, Dean of Students Ralph E. Dunford, Dean of Students
Ripon College	Ripon, Wisconsin	
Rollins College	Winter Park, Florida	
Rutgers University	New Brunswick, N. J.	
St. Lawrence University	Canton, New York	
St. Olaf College	Northfield, Minnesota	
South Dakota, Univ. of	Vermillion, S. Dakota	
Southeastern La. College	Hammond, Louisiana	
Southern Calif., Univ. of	Los Angeles 7, Calif.	
Southern Illinois Univ.	Carbondale, Illinois	
Southern Methodist Univ.	Dallas 5, Texas	
Southwestern La. Inst.	Lafayette, Louisiana	
Stanford University	Stanford Univ., Calif.	
Swarthmore College	Swarthmore, Penn.	
Syracuse University	Syracuse 10, New York	
Temple University	Philadelphia 22, Penn.	
Tennessee, University of	Knoxville, Tennessee	
Texas College of Arts and Industries	Kingsville, Texas	
Texas Technological Coll.	Lubbock, Texas	
Texas, University of	Austin 12, Texas	
Tulsa, University of	Tulsa, Oklahoma	
Union College	Lincoln, Nebraska	
Union College	Schenectady 8, N. Y.	
Utah State Agric. Coll.	Logan, Utah	
Utah, University of	Salt Lake City 1, Utah	
Vanderbilt University	Nashville, Tennessee	
Virginia Polytechnic Institute	Blacksburg, Virginia	
Virginia, University of	Charlottesville, Va.	
Washington and Lee Univ.	Lexington, Virginia	
Washington, State Coll. of	Pullman, Washington	
Washington University	St. Louis 5, Missouri	
Washington, University of	Seattle 5, Washington	
Wayne University	Detroit 1, Michigan	
Western Reserve Univ.	Cleveland 6, Ohio	
Wheaton College	Wheaton, Illinois	
William and Mary, College of	Williamsburg, Virginia	
Wisconsin, The University of	Madison 6, Wisconsin	
Wittenberg College	Springfield, Ohio	
Wooster, College of	Wooster, Ohio	
Wyoming, University of	Laramie, Wyoming	
Brigham Young Univ.	Provo, Utah	
		George A. Harris James G. Allen Arno Nowotny, Dean of Student Life C. V. Dunham George D. Small, Co-ordinator for Veterans (Max Raines) M. S. Culver C. W. Huntley Daryl Chase, Dean of Students John L. Ballif, Jr. Meredith P. Crawford Albert S. Thompson, Chief of Counselors Robert E. Bates, Director of Student Affairs J. H. Newman, Dean of Students Frank J. Gilliam, Dean of Students W. W. Blaesser, Dean of Students Eugene Dils, Asso. Dean of Students Arno J. Haack Dean Newhouse, Director of Student Affairs Victor F. Spathelf, Dean of Student Affairs Russell A. Griffin Charles C. Brooks, Dean of Students John E. Hocutt Kenneth Little, Director Student Personnel Services Paul L. Trump, Adviser of Men John N. Stauffer, Dean of Students Ralph A. Young A. L. Keeney Wesley P. Lloyd, Dean of Students Thomas L. Broadbent, Coordinator of Student Organizations

Emeritus Deans

Joseph A. Bursley, University of Michigan, Ann Arbor, Michigan
George B. Culver, 541 Los Arboles, Stanford University, California
Floyd Field, 2685 Tupelo Street, S.E., Atlanta 3, Georgia
Christian Gauss, 24 Bayard Lane, Princeton, New Jersey
Scott H. Goodnight, 2526 Norwood Place, Madison 5, Wisconsin
T. T. Jones, University of Kentucky, Lexington, Kentucky
Fraser Metzger, Rutgers University, New Brunswick, New Jersey
E. E. Nicholson, University of Minnesota, Minneapolis, Minnesota
Major B. C. Daly, Box 755, Laramie, Wyoming

Honorary Members

Mr. H. Roe Bartle, Land Bank Building, Kansas City, Missouri